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BUILDING *for* RELIGIOUS EDUCATION

BY

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*Religious Education
Church Architecture*

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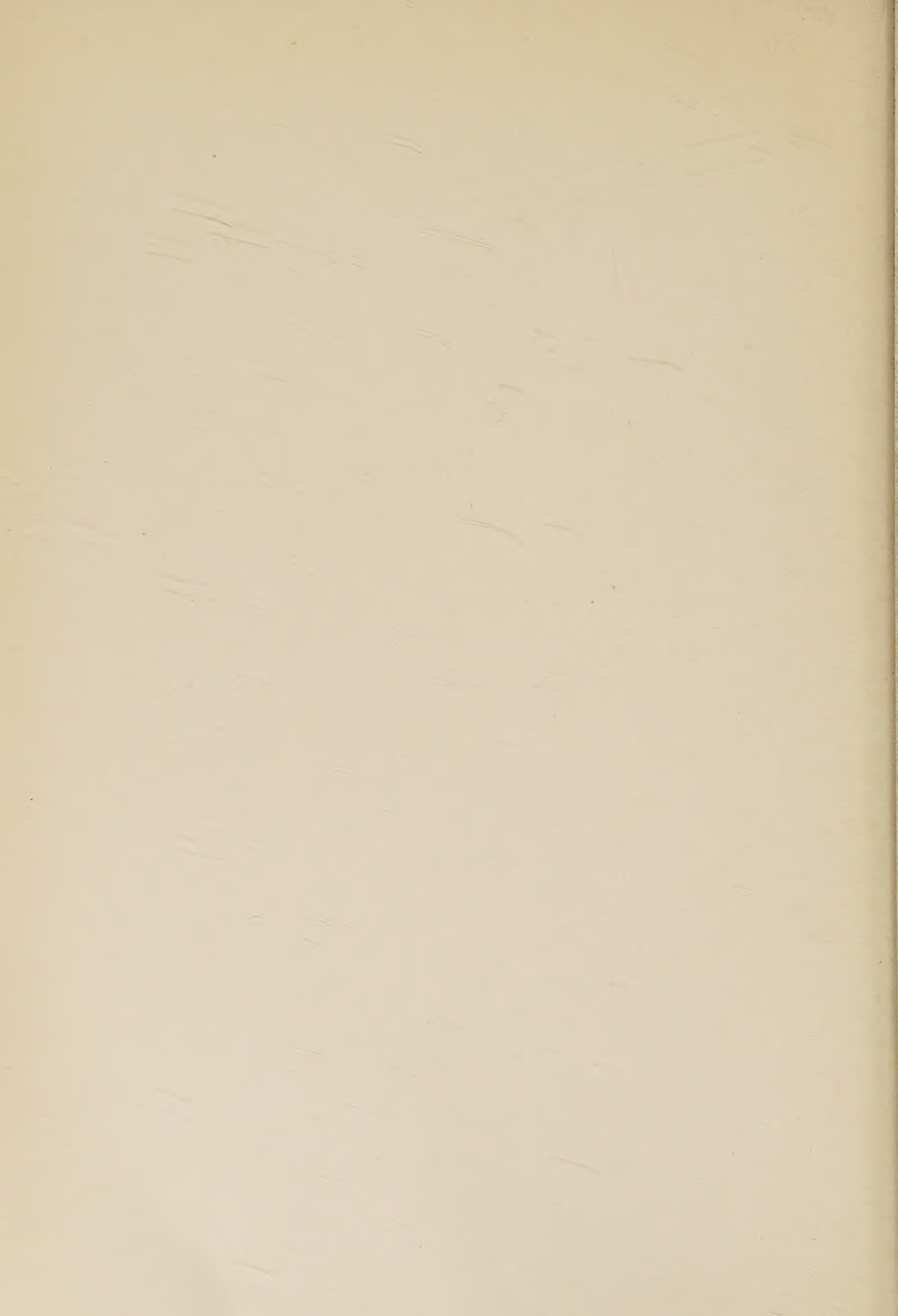
DEDICATED

to

WILBUR LOW

a ten-year-old boy, who, in a church congregational meeting which was called to consider the erection of an educational building, said, "The boys and girls of the Sunday school are going to ask you to-night if you will please help us to build a larger and better Sunday-school building. In public school, we have a room for each class and also a gym where we can play and have lots of fun; and we think we ought to have these things in Sunday school. Also if we had more books, tables, maps and blackboards we could learn much more in Sunday school. When we get our new building we can use it for the church vacation school and for the week-day school of religion, as well as for the Sunday school, and that will be good, too."

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FOREWORD

The authors are indebted to Professor Joseph Hudnut, of the School of Architecture of Columbia University, for the chapter on "The Church Auditorium," and also for his reading of the other chapters in manuscript form and for the making of helpful suggestions. They acknowledge indebtedness also to Rev. Elbert M. Conover, Director of the Bureau of Architecture of the Methodist Episcopal Church, and to Mr. A. F. Wickes, Advisory Architect of the Bureau of Architecture of the Disciples of Christ, both of whom were kind enough to read the manuscript and to offer helpful suggestions.

The following is from Dr. W. Edward Raffety, Editor of the *International Journal of Religious Education*, and is quoted from the editors' foreword in "Planning Church Buildings," published in 1921: "Dr. Henry E. Tralle is a pioneer among educators in his advocacy of the elimination of all movable partitions in the church building and the complete separation of department from departments and of class from classes. His discovery and demonstration of the fact that it is possible to have individual classrooms for a given department, as well as an assembly-room, with the same floor-space and at practically the same cost, constitutes a real contribution toward the solution of the building problems of churches. Since 1906, he has been advocating this new type of building with permanent, plastered partitions and single hinged doors, for the school of the church, in his classes in college, training

schools, institutes, assemblies and conventions, and in his writings. As early as 1908, he helped a church to build an addition with complete assembly-rooms and individual classrooms, for the junior and intermediate departments; and he has assisted many church committees, pastors, and architects to work out this complete-separation idea and to provide adequate facilities for the educational work of the church."

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BUILDING FOR RELIGIOUS EDUCATION



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CHAPTER I

PROGRESS IN CHURCH BUILDING

THE church building of today is not a single-unit structure, providing merely for preaching and worship, but a three-unit building, providing for the three-fold functioning of the church organization, namely, (1) for preaching and worship, (2) for fellowship and recreation, and (3) for religious education, which also includes worship. To state the fact in another way, the church building of our day offers facilities for a ministry of inspiration, a ministry of recreation, and a ministry of education, all three ministries centering in a ministry of practical service.

Each of these three functions is sufficiently distinctive in its method and its emphasis to demand different, separate facilities, while at the same time each is of a piece with the other two in its aims and spirit. *The most distinguishing characteristic of a true church is its educational quality.* The church as a whole is a Christian school, and every Christian is a disciple, or learner, for life, learning to live and to serve.

The church's educational ministry of inspiration through preaching and worship requires suitable auditorium facili-

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ties, the church's ministry of recreation through social and play activities requires a large hall with various facilities, and the church's ministry of organized education requires for its highly specialized functioning a church school-house with many rooms—the auditorium and the fellowship hall and the school-house all being interrelated and unified in a single church structure.

The remarkable awakening of the church to its obligations and opportunities accounts for the fact that a large proportion of the four hundred million dollars expended for church buildings during the last five years went into facilities for religious education, and for a new type of school-house.

These new educational buildings are *real school-houses, with assembly-rooms and classrooms having permanent partitions and single hinged doors*, and with modern educational furnishings and equipment, making it possible for the church to function educationally to an extent and with an effectiveness never before possible in all its history.

A GRAVEYARD MONOLOGUE

At the intersection of two busy business streets in one of our large cities, there stands an attractive old Colonial church building with graceful spire, and with a graveyard in the rear and on one side. On the other side of the graveyard, there is now a new three-story, educational and recreational building, in which is housed a modern program of dynamic religious education and a program of supervised Christian recreation. It is evident that none of the old graveyard is inside the church.

This educational building, as it looks across at the old church building and at the monuments between that have been

erected to the memory of departed members of an organization with a history that reaches back nearly three centuries, seems to be saying: "Look at me, church ancestors, and know that your labors in the Lord were not in vain. Your



THE DUTCH REFORMED CHURCH OF FLATBUSH, NEW YORK, OLD
AUDITORIUM, GRAVEYARD, AND NEW PARISH HOUSE. ARCHI-
TECTS, MEYER AND MATHIEU

descendants are worthy of you. They have built for their day, just as you built for your day. They are seeking to make effective in life today the old truths of the old Book through new facilities and new methods, just as you in your day sought through new means to adapt to new conditions the

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faith and traditions of your fathers. That old building there, with its graceful spire and harmonious proportions, so different from the one that preceded it, spoke to the whole community of the strength and permanence and beauty and aspirations of Christianity, as it does even now to your descendants; and its inner symmetry and simplicity and dignity evoked the heavenly places of spiritual rest and refreshment in God's presence. So now, to your children's children, I am bringing an added enrichment of personality. With my school-rooms and play-rooms and prayer-rooms, I am telling them that divine worship and pastoral inspiration must be supplemented by religious education and Christian recreation and group meditation if they are to live as well with God in this complex, industrial age as you did amid the simpler conditions of your day and generation."

One of the most encouraging things about this building is that it was erected by an old, conservative church, belonging to one of the smaller denominations; and this is only one example. Many others could be cited. Let nobody say, ever again, that churches cannot change. The answer is that they do change. Not all of them, of course, but enough to give us reason for encouragement. Others also can change, and many of them will change.

SIGNIFICANCE OF CHANGES

These changes in church building have as their basis the growing conviction that the church, in this industrial and complex age, needs to lay hold of the social and recreational life of the individual and the community and to Christianize it, and that it must develop a program of religious education which can put the Christian dynamic into the whole unitary

process of education, if it is to maintain its place of leadership and power, and stem the tide of crass materialism and pagan civilization.

If the church is to maintain an adequate school of religious education, it is felt that the Sunday school, Bible school, or Sabbath school, must become a church school, with week-day sessions as well as Sunday sessions, and that this school must be housed as a real school, with full school equipment.

This conviction as to the need for an enlarged school of the church is impatient of makeshifts, compromises, and apologies; and demands that the church take its educational responsibilities seriously and equip its religious school adequately.

Perhaps the most distinctive characteristic, therefore, of this revolution in church building is its insistence on properly designed and adequate facilities for religious instruction.

It regards the "Akron plan," with its one large room and its adjacent small part-rooms, as historically important, for the reason that it was an aid to the old one-lesson, one-assembly Sunday school, when the school was handled for the most part as a single group; but holds that it is wholly unsuited to the needs of the modern graded, departmentalized school, which requires as many assembly-rooms as there are departments and as many classrooms as there are classes. The cost of Akron buildings is extravagant, as compared with the new-type plan of building for the school of the church.

THE GROWING CHILD

This graded handling of the school of the church has grown out of the development of child psychology and of a vital pedagogy, which have forced us to the recognition of the

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fact that children, who are always growing in experience, are always changing in their interests and needs. We have learned that children are not little men and little women, but that they are growing, developing beings with their own distinctive characteristics and unique demands, and we are seeking to grade accordingly everything in our school: the lessons, the worship materials, the equipment, the methods.

Since we have discovered that the same child is not the same in any two stages of his development, we are seeking to take due account of these differences, and to make the school different in each of its parts, or grades, and to make it fit the child in every period of his development.

Growing out of our better understanding of the nature of the functioning of mind, there has developed a pedagogy that repudiates the "Five Formal Steps" and that regards teaching as a vital act, rather than a formal process, placing the emphasis upon the skilful impact of teacher personality upon student personalities, putting character and conduct above mere knowledge-content, stressing worth-while purposive activity on the part of those who are taught, and making large use of the project principle and of student initiative.

Both our new psychology and our new pedagogy take the emphasis away from the ungraded "exercises" of the large single group, and place it upon the graded handling of smaller groups in departments and classes.

This is the essential idea which underlies the developments of recent church architecture. The building is taking a new shape, not accidentally or capriciously, but logically, inevitably, in order that it may conform to the demands of a new psychology.

BEAUTY AND UTILITY

This development is not inimical to beauty. On the contrary, it is most likely to lead to beauty—to a beauty which will express our own ideals of religion just as the beauty of the Gothic expressed the mediaeval religion.

Not only should it be impossible to mistake a church building for a library, a bank, a hotel, a garage, or a public-school building, but this building should compel attention and command respect. It should be characterized by dignity, simplicity and beauty, and should be wholly expressive of the high spiritual values of individual and community life. The problem is not so simple a thing as the mere choice between the Gothic and the Colonial styles of architecture, for either may be made ugly and inappropriate. The problem is far more complex and difficult, and, for a small church as well as a large one, it requires expert handling.

The principle involved in the solution of this problem is well stated by Professor Joseph Hudnut, of the school of architecture in Columbia University. He says: "I believe that it is our business as architects to study and to understand, first of all, the trend of Christian thought in our country, to learn the needs of the new church, its spirit and aim; and then, forgetting for the moment the churches of the past, we should try to work out a practical economic plan for a church building suited to the new conditions. After that, we should think of some way of making that building beautiful and expressive, turning for guidance and inspiration to all the great architectures of the past—just as the men of Amiens turned to the Byzantine manuscripts, to Roman ruins, to Palestine and to Syria, and to the ruder architecture

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evolved from the Teuton forests. Good taste, restraint, significance, are just as possible for us as for them."

Doctor Von Ogden Vogt, discussing church building, in the *Century Magazine*, several months ago, said: "How shall we approach the great theme of beauty? The thirst for it is universal. In some form we are all touched and moved by it. It is truth bodied forth, it is goodness celebrated, it is life itself praised and enjoyed. It is the heightening of utterance; it is communication refined, intensified, and carried out beyond the borders of prosaic speech into the songs of carved stone, figured tapestry, flaming glass, moving ceremonial, and all other lovely forms. It most surely is not something detached from life or secondary, but woven into all that we do well or say well.

"Art and religion belong together by certain profound identities of origin, subject matter, and inner experience. Art needs religion to universalize its perceptions and relate its concepts. Religion needs the arts to be impressive, to be enjoyable, to vivify its ancient faiths, to kindle new outlooks, and to quicken resolves."

SUMMARY OF SUGGESTIONS

1. The remarkable changes in the character of church buildings erected during the last five years are indicative of life.

2. The new church building of today is a three-unit structure, with a church auditorium, a fellowship hall, and facilities for religious education.

3. This new type of building has grown out of the realization that a church is primarily a school, and that it must function educationally and recreationally as well as worshipfully.

4. This enlargement of the function of the church is made imperative by the complexities of the industrial age in which we live,

and the consequent increase of competitions which the church must meet.

5. The graded, departmentalized school of the church that is demanded by the times requires for its functioning a school-house with assembly-rooms and classrooms of permanent-partition, single hinged-door construction, instead of one large room.

6. This graded building for the housing of a graded school has grown out of the discovery that the child is changing in his interests and needs as he grows in size, and that therefore all our religious education must be graded.

7. We have learned also that pupils learn more through self-expression than through the talk of the teacher, and that we must have rooms and equipment for supervised pupils' activities.

8. Both psychology and pedagogy have taken the emphasis away from the ungraded "exercises" of the large single group, and have placed it upon the graded handling of smaller groups in departments and classes.

9. It is a waste of money and lot-space to build one large room for the assembly of the whole school, and thus to duplicate in effect what the church already has in its auditorium.

10. This new three-unit church building must be unified in a single whole, and must express itself beautifully and impressively.

CHAPTER II

BUILDING A PROGRAM

WE must begin with a program in planning the educational portions of a church building. The basis for this program is the departmental organization.

The departmental organization upon which there is general agreement among the leaders in religious education is as follows: (1) Cradle roll, about 1 to 3 years of age; (2) beginners, about 4 and 5 years of age; (3) primary, about 6 to 8 years of age, public-school grades 1 to 3; (4) junior, about 9 to 11 years of age, public-school grades 4 to 6; (5) intermediate, about 12 to 14 years of age, public-school grades 7 to 9, junior high school; (6) senior, about 15 to 17 years of age, public-school grades 10 to 12, senior high school; (7) young people, about 18 to 23 years of age; (8) adult, 24 years of age and older.

ESTIMATING SPACE REQUIRED

Determine first the departmental groupings, and estimate the probable number to be accommodated in each department in the new building; then allow fifteen square feet of floor-space per pupil, seven in assembly-room and eight in classroom. Some recommend sixteen square feet of floor-space for each pupil, and others fourteen, but fifteen square feet have been found to be a satisfactory average allowance for

good educational work in the church school. This allowance does not include the floor-space required for corridors, stairways, coat-rooms, and toilets.

These fifteen square feet of floor-space per pupil are needed even when there are no classrooms. *No more floor-space is required for a given department, therefore, when there are classrooms, than for the assembly-room alone with no classrooms*, for the reason that tables for classroom work, with the necessary separation between class-groups for proper handling, require the additional eight square feet of floor-space per pupil, whether in the one large room or in the separate classrooms.

The departmental divisions are not arbitrary, and are not to be accepted on the "authority" of any single individual, but are to be regarded as the evolution of the general experience of the leaders in religious education.

The children of the cradle roll class think almost wholly in the concrete, chiefly in connection with things, and are too self-centered to permit of group training; and are taught informally through toys and objects. The beginners may be handled group fashion, and taught through games and stories and pictures and dramatic action.

The primary pupils have entered the big and wonderful public-school world, and these may be taught a little more formally and systematically, with stories and dramatizations as prominent means.

The juniors are in the stage of comparative non-growth, are exceedingly active, can now coordinate mind and muscle effectively, and have attained an experience that makes possible a greater variety in educational materials and method.

The intermediates are passing through the most rapid and profound physical and mental changes of a lifetime, and they

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demand distinctive educational materials and handling.

The seniors are rapidly developing into adulthood, and the whole life is strongly colored by the sex impulse. Their religious education must be distinctive.

The young people are markedly differentiated from the seniors on the one hand and the adults on the other, in interests and needs, and require separate, distinctive handling.

In addition to these basic genetic differences, there needs to be considered the fact of gradual growth in experience in pupils, and the consequent enlargement in the scope of the curriculum and the changes in management and method. In connection with both these considerations, there is the fact that a period of about three years includes as wide a range of interests and needs, in childhood and youth, as can be covered to advantage in a single departmental group. Pupils with kindred interests and needs cooperate better in study and in group activities.

Of course, the grading should not be based on the chronological ages alone. The age of students should be reckoned (1) chronologically, by years, (2) physiologically, by size, (3) psychologically, by intelligence, (4) pedagogically, by education, and (5) sociologically, by grouping. The whole matter of grading for the church-school worker is simplified if the public-school gradings are accepted and followed, with provision in special classes for exceptional children.

THE TWELVE-YEAR-OLDS

One problem in grading needs special consideration: the problem of the twelve-year-olds. These were placed in the junior department in former years, but are now placed in the intermediate department.

In a school that has not yet adopted the newer gradings, and that still keeps the twelve-year-olds in the junior department, there needs to be a courageous facing of the whole grading situation before there can be any intelligent planning for a new building, else the school may later find itself short one departmental room. The elimination of one departmental room, through having four grades in the junior department and four grades in the intermediate department, does not decrease the size of the building required, since the same number of pupils must be planned for in any event, allowing fifteen square feet of floor-space for each individual.

The placing of the twelve-year-olds in the intermediate department, rather than in the junior department, is steadily gaining in favor in the thinking of the leaders and is becoming more general in practice, despite the well-known disinclination of adults to effect changes of any kind, for the reason that it has been found that better educational results are thus obtained.

The twelve-year-olds are entering the adolescent period, and they need a different organization, with different orders of worship and different methods of handling. Their dawning sense of manhood or womanhood and a growing feeling of independence tend to make them restless and increasingly difficult to control in the junior department, and they feel more at home with the older pupils, and do better work there. This has been found to be true in public-school work, and has given rise to the new grading there, with the 7th, 8th and 9th grades in the "junior high school" and the 10th, 11th and 12th grades in the "senior high school."

Perhaps one reason why some Sunday schools have kept the twelve-year-olds in the junior department is that there has been no intermediate department in these schools, with

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its separate departmental meeting and training, for them to enter, and it was a choice between keeping them in the junior department or allowing them to be lost among the adults, in that anachronism known as the "main school." And the schools have lazily chosen the lesser evil. There is a third and better choice, and that is to make proper provision for them. In a new educational building, the provision for the intermediates will be just as adequate as that for the juniors, and the embarrassing dilemma will no longer exist.

We have been talking about the "problem" of the intermediates and seniors as if there were something peculiarly wrong with them, but now we are discovering that it is the adults who have been in the wrong, in failing to meet their religious needs. These young people are not essentially worse now than they were when they were younger, but they are different, very different; and they need different organization, different equipment, different class lessons, different worship programs, different handling. If they have left the Sunday school, it was because they were not getting anything there. The records show that we have been allowing two-thirds of our pupils to get away from us, besides failing to reach two-thirds of our constituency at all, and that the big "leak" is in the intermediate department. We can stop the leak if we will.

DETERMINING THE PROPORTIONS

In building an educational program with a view to planning a new building, and in apportioning spaces to the various departments, it is advisable to take into consideration the present proportions and prospects in the light of general experience. It might not be wise to build in accordance

with the present proportions in a given school, as these can be changed with improved facilities.

The attendance in the intermediate department may be small now, as compared with that in the junior department, but this may be due to inferior facilities and less effective handling, as has just been shown. In several schools with which the writers are acquainted, the intermediate attendance has passed the junior attendance, with improved facilities and more adequate handling in a new building.

In a given school, the attendance of seniors may be small because there are not suitable departmental provisions for them. The attendance of young people may be small because they are overshadowed or neglected by the adults. There is no adequate provision for them. They need an assembly-room and classrooms of their own. At about the beginning of the eighteenth year, quite a distinct change in interests becomes evident. These pupils are in college, or they are working for a living. They are more independent and purposeful in their thinking. They are concerned about their careers. They are more interested in marriage and home-making. On the other hand, their interests are different from those of adults. They are frequently better educated than the adults, they will participate more in the departmental and class activities, and they need the training that can come only through the sharing of responsibility and the sensing of practical achievement that they are not likely to get when grouped with adults.

Whatever the final apportioning of floor-space in the new building, the conclusion should be reached intelligently. In so far as the general experience can be summarized, the authors cannot do better than to repeat here what they said, five years ago, in "Planning Church Buildings," as follows:

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“On the basis of a number of studies and of careful estimates, the following proportions are suggested as a practical working basis in planning a school building for the average church: (1) Cradle roll and beginners’ depart-



BEGINNERS' ROOM, WASHINGTON ST. M. E. CHURCH, PETERSBURG,
VIRGINIA

ments, 10%; (2) primary department, 10%; (3) junior department, 10%; (4) intermediate department, 10%; (5) senior department, 10%; (6) young people's department, 20%; (7) adult department, 30%.”

Thus, for a school of six hundred, provision should be made

approximately as follows: Cradle roll and beginners' departments, 60; primary department, 60; junior department, 60; intermediate department, 60; senior department, 60; young people's department, 120; adult department, 180. For a school of three hundred, these numbers would be cut in half; and they would be doubled for a school of twelve hundred.

A number of surveys have been made to ascertain the proportions prevailing previous to the erection of the new type of building. Rev. Elbert M. Conover, Director, Bureau of Architecture of the Methodist Episcopal Church, in his "Progressive Suggestions for Planning Church Buildings," gives the result of a survey of conditions in a number of Sunday schools, as follows: Beginners, 10%; primaries, 12%; juniors, 14%; intermediates, 12%; seniors, 10%; young people, 12%; adults, 30%.

Mr. H. M. King, Architect-Secretary, Architectural Department of the Methodist Episcopal Church, South, gives the following proportions as an average basis in planning for a school of nine hundred: Cradle roll, 45, or 5%; beginners, 72, or 8%; primaries, 90, or 10%; juniors, 90, or 10%; intermediates, 90, or 10%; seniors, 90, or 10%; young people, 180, or 20%; adults, 243, or 27%.

Mr. Emery B. Jackson, Associate Architect-Secretary, Department of Architecture, The American Baptist Home Mission Society, in a survey of 217 Sunday schools, covering the last six years, finds the proportions before the erection of new buildings to be as follows: Beginners, 10.5%; primary, 13%; junior, 14.5%; intermediate, 12.5%; senior, 9.5%; young people's, 13%; adult, 27%. Mr. Jackson's survey reveals that the more recent figures that have come into that office "show an increase in the intermediate enrolment." He says

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also: "The Indiana Survey, Vol. I, pages 203, 286, 289, 291 and 293, gives concrete evidence of the slight variation between the enrolment of the primary, junior and intermediate departments. The figures given in this survey go only to the twenty-fifth year, and show the following proportions: Beginners, 11.93%; primary, 19.54%; junior, 23.14%; intermediate, 22.10%; senior, 13.51%; young people's; 9.27%. This Survey shows the following interesting facts: (1) The enrolment of church-school pupils reaches the highest point at 12½ years of age, which brings it into the intermediate department. (2) In the rural school, the maximum enrolment for girls is at the age of 14 years. (3) The charts of age distribution show that the enrolment of juniors is 1% greater than that of the intermediates, and 2½% greater than that of the pupils of primary age. (4) In the rural schools, the enrolment of the intermediates exceeds that of the juniors by 1%, and there is less than 1½% difference between children of the junior and primary ages. (5) The above percentage differences would be reduced if the adult department were included in the charts."

BUILDING FOR THE FUTURE

The general conclusion to be drawn from these and other surveys, combined with the authors' own observations and study of the question, is that there are material differences in size among the departments in most schools, but that, in planning a new building, practically equal amounts of floor-space should be allotted to the primary, junior, intermediate, and senior departments, and an equal amount also to the cradle roll class and beginners' department, considered together, with a double amount to the young people's de-

partment, and three times the amount to adults, unless there are exceptional local conditions that make these proportions normally impossible after proper facilities are provided.

In other words, *it is wiser to build for the school of the future than for the school of the present*. This has been demonstrated over and over again. It is not safe to take the present proportions in any local school as the sole guide, unless they are normal. These proportions should be considered, but always in the light of the general experience. Three years are covered in the cradle roll class and beginners' department. Hold these pupils, and you have the same number in the primary department, which also covers three years. Hold these, and you have the same number in the junior department, which also covers three years. Hold these, and you have the same number in the intermediate department, which also covers three years. Hold these, and you have the same number in the senior department, which also covers three years. Hold these, and you have twice as many in the young people's department, which covers six years. This number ought to be increased by at least fifty per cent in the adult department, which covers all the rest of the years.

But this is ideal, some one may say. It is. And the best way to reach an ideal is to have one. It is not an impossible ideal in any normal situation, as has been abundantly demonstrated.

It is the part of wisdom, of course, to take account of exceptional local conditions, as has already been said. One church that is now building a fine educational structure is making extra allowance of floor-space for the intermediate department, for the reason that the school draws regularly from a near-by institution a number of pupils of intermediate

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ages. Another church, in its new building, has allotted five times as much floor-space to the young people's department as to any other, because it is in a university community.

In some of the larger schools, there has been developed a new additional department, called the "junior adult" department, composed of adults about twenty-four to thirty-five years of age, and such department should have its own assembly-room and classrooms.

In building for a school of three thousand, with three hundred pupils in a single department, it will be advisable to provide space in the assembly-room for only one-third of the whole departmental number, the first grade pupils using the room during the first part of the school session, the second grade pupils using it during the middle part, and the third grade pupils using it during the last part. Such arrangement makes possible closely graded worship training, permits the one superintendent to conduct the three worship programs, and saves money in construction. Any confusion incident to such an arrangement can be avoided by a proper placing of rooms and by intelligent management.

In a few schools, there is one assembly-room for three departments, but such arrangement is not to be recommended except under pressure of extreme economy, when classrooms can be secured through such saving, and in no other way; because the one room for three departments, covering nine grades, cannot be suitably furnished for any one department, and because it militates against departmental spirit and solidarity and efficiency.

In the allocation of the various departmental units, it is advisable usually to place the cradle roll, beginners, and primary departments, and the classes of older adults, on the main floor. The juniors, intermediates, seniors, young people,

and younger adults may be on the second floor, and rarely on the third floor. If any part of the school must be in a basement, let it be an adult class.

SUMMARY OF SUGGESTIONS

1. Fifteen square feet is the average allowance of floor-space that is necessary for each pupil in the church school, in order to make possible satisfactory educational results. Extra allowance of floor-space will be required for corridors, coat-rooms, stairways, toilets, and other facilities.

2. The generally accepted outline of organization for the school of the church is as follows: (1) Cradle roll, about 1 to 3 years of age; (2) beginners, about 4 and 5 years of age; (3) primary, about 6 to 8 years of age, public-school grades 1 to 3; (4) junior, about 9 to 11 years of age, public-school grades 4 to 6; (5) intermediate, about 12 to 14 years of age, public-school grades 7 to 9, junior high school; (6) senior, about 15 to 17 years of age, public-school grades 10 to 12, senior high school; (7) young people, about 18 to 23 years of age; (8) adult, 24 years of age and older.

3. Psychology and the best experience have placed the twelve-year-olds in the intermediate department, instead of in the junior department.

4. In apportioning floor-space to the several departments, the following proportions will serve as a practical working basis for the average church: (1) Cradle roll and beginners' departments, 10 %; (2) primary department, 10 %; (3) junior department, 10 %; (4) intermediate department, 10 %; (5) senior department, 10 %; (6) young people's department, 20 %; (7) adult department, 30 %.

5. In an average school of three hundred, provision will need to be made for 30 in the cradle roll and beginners' departments, 30 in the primary department, 30 in the junior department, 30 in the intermediate department, 30 in the senior department, 60 in the young people's department, and 90 in the adult department.

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6. In an average school of 600, the figures will be 60 for the cradle roll and beginners' departments, 60 for the primary department, and so on in proportion.

7. In an average school of 1,200, the figures will be 120 for the cradle roll and beginners' departments, 120 for the primary department, and so on in proportion.

8. In any growing community, allowance should be made for an increase in church-school attendance of from 25 to 100 %.

9. In determining the size of the new educational building, a careful study should be made of local conditions and prospects and possibilities.

10. In the allocation of the various departmental units, it is advisable usually to place the cradle roll, beginners, and primary departments, and the classes of older adults, on the main floor. The juniors, intermediates, seniors, young people, and younger adults may be on the second floor, and rarely on the third floor.

CHAPTER III

PROBLEM OF CLASSROOMS

AFTER the size of the school to be accommodated in the school portions of the church building has been determined, with the various departmental proportions, the next important consideration is that of classrooms. How many classrooms are needed? How large will they need to be?

SMALL CLASSROOMS DESIRABLE

There are some who, even for a school with six hundred pupils, advocate a handling that is exclusively departmental, with one large class in a department, but such practice is seriously questioned by most leaders. They cannot believe that the best results are obtainable in religious education when the class has in it from fifty to seventy-five pupils covering three grades.

Some of the arguments for the closer grading and the smaller classes are the following:

(1) The utilizing of the project principle, considered so important in religious education today, in story-telling by the pupils, in class dramatization, in the making of posters and scrap-books, and in various other purposive pupil activities, is almost impossible in the one large group.

(2) The rationalized, motivated, vital handling of memory work is more practicable in the smaller groups.

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(3) The closer, more potent impact of teacher personality upon pupil personalities that is possible in the smaller groups is of significant importance.

(4) The helpful week-day contacts of the Sunday-school teacher with pupils are more feasible and helpful when the class is small.

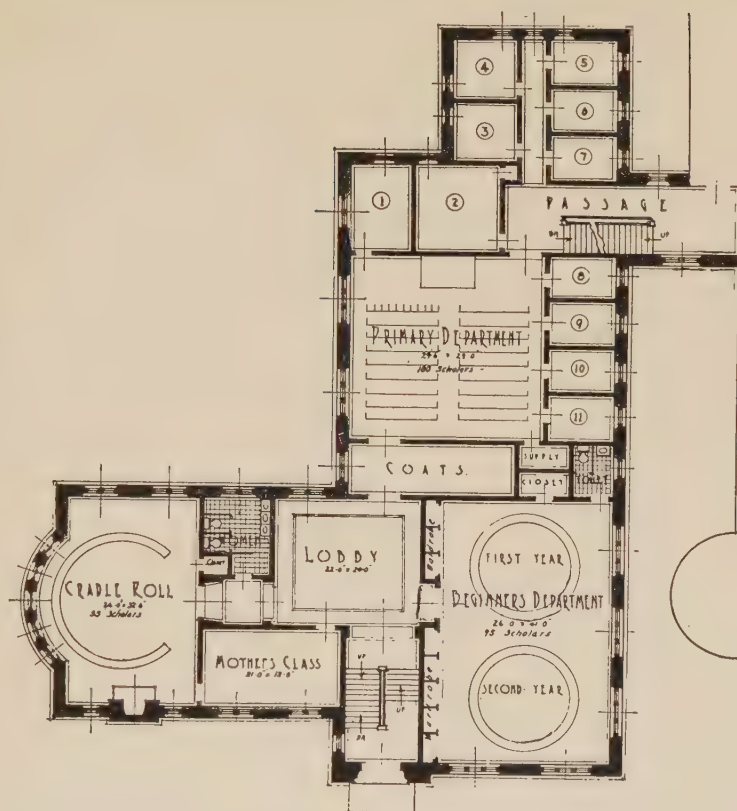
(5) Since teaching is the best method of learning, and since teachers are as much helped in teaching as the pupils are in being taught, the larger number of teachers is an enlargement of the scope and power of the school.

(6) The small classes give the pupils the benefit of two types of teaching instead of the one that is received when they are taught only in the larger group, for they receive the socialized training in worship in the departmental group, and the more intensive intellectual and emotional training in the smaller class group.

THOSE DISCORDANT VOICES

Whatever the conclusion as to the size of the classes, the basic requirement is that *every class, whether large or small, should have for itself the complete separation from other groups that is possible only in a room with permanent partitions and a single hinged door*. Why? Psychology gives us the answer. When the class is one of a number of classes in the one large room, there are a thousand sound and sight voices clamoring for attention and banging on the pupils' ear-doors and eye-doors and skin-doors, and saying, "Here! Let me in. Don't give attention to your teacher. Give attention to us; give attention to us; give attention to us." And they do. How can they help it?

The writer said to a college teacher, "Do you teach a class



MAIN FLOOR PLAN OF NEW EDUCATIONAL BUILDING OF ELM PARK M. E. CHURCH, SCRANTON, PA., SHOWING CLASSROOMS FOR PRIMARY DEPARTMENT

in the Sunday school?" He said, "No, I do not; I wish I could. I tried it, but could not stand it. The nervous strain involved in the effort to compete with the multiplicity

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of noises from other classes in the same large room was too much for me. It exhausted me and unfitted me for my teaching in the college between Sundays."

Let us give to our church-school teachers real classrooms in which to teach, and we shall not only improve immeasurably the teaching of our present teachers, but we shall attract to our teaching staffs in increasing numbers the most Godly and most efficient of the public-school teachers, with their splendid psychological and pedagogical training and their rich experience in teaching.

Here is the principle involved: *Any sight or sound that emanates from any other group than the one with which the church-school teacher is dealing is in the nature of a distraction and competition, and it is simple common sense and good Christianity to get rid of such distraction and competition; and this can be done by providing a separate classroom for every teacher.*

PRIMARY WORKERS NEED ROOMS

It has been a source of surprise to the writers to find that there are some elementary workers, here and there, who are opposed to classrooms for primary pupils. One elementary worker, who holds an official position with a denominational board, and who opposes classrooms for the primary department, says that "the brevity of the class period and its little importance as compared with the departmental service makes classrooms unnecessary," and that "it is better, as the department grows, to add classes rather than to let classes increase in size, as is necessary when there is a fixed number of rooms."

As to the second of these two objections to primary class-

rooms, three things may be said. In the first place, there should be a sufficient number of classrooms in the new building to allow for growth and the addition of new classes. In the second place, if such growth was not anticipated, and there are no classrooms for additional classes, these can meet in the assembly-room, without depriving the other classes of their classrooms. In the third place, classes could be enlarged without serious consequences in case of emergency. A teacher *could* handle twelve or fifteen pupils in a classroom eight by ten feet, intended to accommodate ten pupils, and to better advantage than she could handle five pupils in the large room where there are other classes.

As to the first objection raised, the length of the class period may well be extended where classrooms are provided, and the comparative importance of the classroom work may be increased. The surest way to keep the class work from becoming more important is to compel the teachers to teach in the midst of the confusion that prevails when all the classes are in the one large room.

More and more, primary workers are coming to the position of Miss Mildred O. Moody, Director of Elementary Work, Board of Education of the Methodist Episcopal Church, who, in her article on "Church School Equipment for the Primary Department," in the *International Journal of Religious Education* for March, 1926, says: "In our church school we have periods of study and recitation in which the great truths are made living in the life of the child. To accomplish this, impression is necessary, and impression walks hand in hand with attention. This primary boy or girl is or is not attentive according as we work with or contrary to his nature. We know that it is his nature to have senses keenly alert to every new sight, every new sound. We know that

it is his nature to be easily disturbed and distracted, easily diverted from the attention already caught. To work with this nature means that everything his eye sees and whatever his ears hear during study and recitation periods will bear upon the problem in hand, and shall tend to further the impression of the one truth. It means that he will be safeguarded from distraction and disturbance and interruptions. How? *Separate classrooms.* This is the only permanent answer to the question. Separate classrooms alone can make it possible for the instructor to work with the nature of his pupil."

Dr. Charles F. Boss, Jr., Superintendent, Division of Local Church School Administration, of the same board, says: "It is our policy to recommend both departmental rooms and separate classrooms for the primary and junior departments, as well as for the departments for the age groups above these."

The authors have interviewed a number of primary superintendents and teachers who have been working where there are classrooms for the primary pupils, and they have corresponded with others; and, without exception, these workers favor classrooms, enthusiastically.

Miss Martha Meissner, superintendent of the primary department in the Lafayette Avenue Baptist Church, Buffalo, New York, had about three years' experience in primary work without classrooms, and has had three years' experience with classrooms. She says: "Classrooms for primary pupils are decidedly advisable, because the pupils can then give undivided attention to their lessons, without interruption, and the teacher also can give her attention more fully to the class."

Mrs. C. L. Humphries, superintendent of the primary department in St. John's Methodist Episcopal Church, South, Rock Hill, South Carolina, where a modern educational building has been in use about two years, says: "We are enthusiastic about our primary classrooms. We think that we are doing incomparably better work with these rooms than we did in the old church without classrooms."

Mrs. C. C. Broadus, superintendent of the primary department in the Barton Heights Baptist Church, Richmond, Virginia, where a new-type educational building was erected four years ago, says: "Our separate classrooms are a wonderful help in the work of our department. The childrens' minds are more readily and fully concentrated on their classroom work, and the teachers get far better results with them than were possible under the old noisy conditions."

Mr. W. Hobart Hill, Director of Religious Education in the Baptist Temple Church, Charleston, West Virginia, where they have a large new building, in use for about a year, says: "Our primary superintendent is most emphatic in her statement as to the value of classrooms for her group. After a number of years in the old building without classrooms for any primary group, she speaks now from experience both with and without classrooms. Classrooms eliminate the many disturbances from being together in one room, enabling the children to concentrate more completely upon the work in hand. We have been able to have larger classes, and with better results, than in the old building. We find classrooms to be of even more value for the juniors, because of written work which they do around the tables. For both primary pupils and juniors, the classroom makes possible the

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use of the blackboard, better concentration upon the lesson, and the development of a helpful class spirit.”

JUNIOR BOYS AND GIRLS

It would seem that any one at all acquainted with a practical genetic psychology ought to know that there are more reasons for separate classrooms in the junior department than in any other department, for the reason that juniors are especially active, literal, matter-of-fact, observant. They are more readily subject to distractions from other groups than are any other pupils in the school.

But there are a few junior workers, here and there, who still object to junior classrooms, on two grounds, namely, that they complicate the problem of discipline, and that they necessitate a break between the worship period and the classroom period. Actual experience with classrooms has demonstrated that these objections are not well founded. *Classrooms invariably effect a decided improvement in the order and attention, for the reason that the chief temptations to disorder and inattention have been removed.* The shifting of classes from assembly-room to classrooms, between the worship period and the class period, is a material advantage, in that the change serves as a rest and as a preparation for the work of the second period. Any undesirable effects resulting from the changing from one room to another must be due to inefficiency in handling, and not to the fact of shifting.

Miss Camilla Dickerson, a teacher in the John Marshall High School and superintendent for ten years of the junior department in the Barton Heights Baptist Church, Richmond, Virginia, says, after four years' experience with junior classrooms: “(1) The question of discipline is greatly

minimized in that (a) owing to the smaller audience the desire of the average junior to show off receives much less encouragement, (b) all outside attractions and distractions are cut off when the classroom door closes, (c) if a pupil needs reproof the matter is known to his classmates only and not to the entire school. (2) It is possible for the teacher to use blackboard, wall-maps, wall-pictures and other devices for securing and holding attention which could not be handled in open class spaces. (3) Pride in the appearance of these classrooms can be aroused in pupils. (4) Wall-space for the display of pupils' hand-work tends to encourage them to do their best in this. (5) Contests, Bible drills, etc., more nearly suitable to the age of the pupils can be conducted in the classroom than could be held in the open school. (6) Juniors are active, and the moving from the assembly-room to the classroom, and the return, give opportunity for satisfying the desire for motion."

Mrs. R. P. Marsh, who has had experience with the juniors, both with and without classrooms, in the Lafayette Avenue Baptist Church, Buffalo, New York, says: "I am very much in favor of classrooms for junior pupils. In my department, we have five classrooms, and then we have three classes in the assembly-room besides. It would be very much better if we had a classroom for each class. The teacher and her class in the classroom are free from the interruptions and distractions to which the classes in the assembly-room are subjected, and she has better order and attention, and can deal more intimately with her pupils."

Miss Ida Budd Bynum, superintendent of the junior department in the St. John's Methodist Episcopal Church, South, Rock Hill, South Carolina, says: "With our new classrooms, the juniors are more interested in their work, the

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union and instruction are better, the attendance is larger, and the department is handled more effectively in every way."

How and How Often Classes

The location of separate classrooms for all classes in the intermediate, senior, young people's, and adult departments has not been seriously questioned, so far as the writers know, during the last five or six years.

There is a considerable discussion among workers as to the value of large adult classes. Some hold that an adult class should be limited to forty or fifty, while others believe that the large class, with a thousand or more, is advisable. Usually a large adult class is built up around a strong personality, the teacher or the president, and it has in it tremendous possibilities for extending the influence of the moral and religious education and Christianity.

On the other hand, on the average church, it is likely that better educational results with adults may be obtained in smaller classes. So, in even a small school, there will be needed at least two classrooms for adults, one for men and the other for women; or, better, one for the younger adults and the other for the older adults. In a school of five to seven hundred, there ought to be at least four classrooms for adults. In a few of our larger buildings that are now being planned, there are from fifteen to twenty classrooms for adults.

Usually, the largest of the adult classrooms will be utilized for as many purposes as possible—for teaching, for prayer meetings, for missionary meetings, for socials, for lectures. Sometimes, this large adult classroom is known as a "ladies'

parlor," and is conveniently located and attractively furnished. In a large ensemble, a secondary auditorium or chapel, for the smaller church assemblies, is decidedly desirable; and this may be used by a large adult class or as an assembly-room for the seniors or intermediates, and for various young people's meetings.

In most cases, the adult class will prefer to have its own service of worship in its classroom, and it is not necessary, usually, to provide an assembly-room for adults.

SUMMARY OF SUGGESTIONS

1. Every class in the school of the church should have its own separate classroom of permanent-partition, single hinged-door construction, with no door between this and any other classroom.
2. Small closely graded classes are preferable to large loosely graded classes.
3. Every class, whether large or small, needs to be completely separated from other groups, in order that it may be protected from distracting sights and sounds.
4. Many trained teachers refuse to teach in the school of the church because they are not willing to undergo the strain to which they are subjected where a number of classes meet in a single large room.
5. The best experience of the most successful primary workers is making it increasingly evident that work with primary pupils is decidedly more satisfactory when classrooms are provided for these pupils.
6. Primary superintendents and teachers who have been working where classrooms are provided for these grades are enthusiastically in favor of classrooms.
7. Classrooms for juniors make possible better order, more complete and sustained attention, the use of blackboard and other educational apparatus, and the development of a helpful class spirit.

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8. Every intermediate, senior, young people's, and adult class is entitled to a separate room for its work.

9. The largest adult classroom may be utilized also for prayer-meetings, missionary meetings, socials, lectures, and various other purposes.

10. In a large ensemble, a secondary auditorium, or chapel, for the smaller church assemblies, is desirable; and this may be used by a large adult class or as an assembly-room for the seniors or intermediates and for various young people's meetings.

CHAPTER IV

FURNISHINGS IN SCHOOL ROOMS

IT is not enough that the church-school teacher has a room in which to teach; he needs a room that is appropriately finished and furnished. He is entitled to a room in which he can do his best teaching.

WHAT EVERY TEACHER NEEDS

His requirement is four-fold. He needs isolation, comfort, equipment, and beauty. In order to have isolation, he must have *his own separate classroom*, such as has already been described, with sound-proof floor construction separating it from any other room above or below, and windows with white cathedral glass or some other kind of obscured white glass that shuts out the distracting sights of the out-of-doors.

In the school-room, the whole world for the time being consists of the class and the teacher and their cooperative educational activities, and all outside sights need to be excluded in order to make possible the best results.

A *service box*, placed in the wall of the classroom, will protect the class from disturbance by the secretary and treasurer. This should be a receptacle the thickness of the wall and about twelve by sixteen inches, with inside door with latch for the class secretary, and a door with latch on the cor-

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ridor or assembly-room side, for the use of the departmental secretary and treasurer, the center of the box being about four and a half feet from the floor.

The class will be saved from many interruptions if there is a *small visualization, clear-glass pane in the classroom door*. This should be about four and a half feet above the floor. Such provision will allow the superintendent and visitors to observe the class without distracting the attention of the pupils.

A *rug or a carpet* on the floor will eliminate innumerable disturbing noises. Some recommend linoleum on the floor of the classroom, but linoleum is objectionable on esthetic grounds. It lessens the noises, but it is unattractive in appearance, and suggests the institution rather than a home. If it is not possible to have a rug or carpet, then there should be rubber tips on the chair legs.

THE REQUIREMENT OF COMFORT

The second requirement of the teacher and his class is that they be comfortable and at ease, and this requirement involves suitable seats, proper lighting and heating and ventilation, and good acoustics.

The *seats should be adapted in size and design to the pupils using them*. For the cradle roll pupils, they should be eight and ten inches in height; for the beginners, ten and twelve inches; for the primary pupils, twelve and fourteen inches; for the juniors, fourteen and sixteen inches; for the intermediates and others, seventeen and eighteen inches. Folding chairs should not be used either in the classroom or in the assembly-room, for the reason that they are noisy and unsightly, as well as uncomfortable. Folding chairs may

be used in the fellowship hall, where they need to be moved about frequently, and sometimes put out of sight, if it is absolutely necessary, but they are undesirable even there. It is never advisable to have chairs fastened together, as they are then difficult to handle, and they develop in the pupils a sense of restriction.

Where a *class table* is used, it should be of convenient height, and either round or rectangular, preferably rectangular. Cut-out tables, advocated by some, are not to be recommended. One type of cut-out table brings at least two members of the class outside of the range of vision of the teacher. Another type removes the pupils to too great a distance from the teacher for the best work. All types of cut-out tables are unsightly. If the class is large and the teacher needs to get up from her chair in order to assist them with their handwork, this can be better done, and with less interference with the work of the pupils, when a rectangular table is used: In the short time during which the average church-school class is in session, the teacher can give to the pupils such assistance as they need without leaving her chair, particularly since the average class is small.

In a small classroom, about eight by ten feet, for the accommodation of ten pupils, it is advisable to use a rectangular table two feet wide and six feet long, about twenty-four inches in height for primary pupils, and twenty-six inches for junior pupils.

Desk-chairs, with arm for writing, substantial and comfortable, are to be recommended for use in departments above the intermediate department.

The *lighting of the room* is of prime importance, because eye-strain will result either from insufficient light or from

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glares. Pupils should not be allowed to sit facing a window. Windows should be provided with adjustable shades, preferably of light buff or ecru or tan tint, and slightly translucent, as these cut down the direct sunlight and diffuse the light passing through them. Where clear glass is used, all window shades should be of the same color, for the sake of attractive appearance from the outside.

The ceiling and walls demand intelligent treatment. John J. Donovan, in "School Architecture," says: "The ceiling and wall surfaces are secondary sources of light, receiving and reflecting light, and therefore should be as light as is artistically permissible, white or tint of a light cream order, with flat or mat finish, as glossy surface gives glare. The lower part of the side walls, below the chair-back height, is of less importance, and for appearance it may be desirable to have a dado of some darker neutral color, as finger-marks and other disfigurements are not then so noticeable."

Intelligent attention should be given to the *heating and ventilation* of the school-room. Heating by steam of the vapor system is regarded as most satisfactory. Forced ventilation is not thought to be advisable in a church-school building, in the average small structure. It is better to depend on natural ventilation. Windows on one side of a room are not sufficient. In addition to the windows, there should be an air register in wall or ceiling or a transom over the door which opens into the assembly-room or corridor. This transom may be of obscured glass or of wood panel, should be adjustable, and, if of wood, should be of the same color as the door. Pupils should be protected from window drafts by sloping glass shields at bottom of lower sash, or by some type of window with adjustable ventilating device.

Too much emphasis cannot be placed upon the importance

of *good acoustics in the school-room*, whatever its size. Religious education is seriously endangered by our modern type of construction, with its steel laths and its hard plaster, and with its cement floors, all of which reflect sound waves instead of absorbing them. Reflected sound waves make speaking difficult and ineffective. Therefore, for the sake of good acoustics, as well as for other reasons, it is becoming increasingly necessary to provide rugs or carpets for the floors and curtains and draperies for the windows, as these absorb sound waves and are a potent aid in teaching.

SUITABLE EQUIPMENT

Another requirement of the teacher in the church school is suitable equipment. For every primary, junior, and intermediate classroom, there is needed a *class table* of suitable size and height, and durable, comfortable *chairs* of proper heights, as has already been said. For senior, young people's, and adult classrooms, student chairs, with table-arm for writing, are desirable.

A *blackboard* of some kind is an indispensable part of the equipment of every classroom and assembly-room. It need not be large for the church-school classroom, as it will be used only by the teacher for the most part. If built in, it should be placed on the entrance end of the room, opposite the window, and should be of dull finished slate or composition, preferably of dark green color. If portable blackboard is used, it should be of light weight, on stable base. Endless cloth blackboard on rollers, with yielding surface, is desirable. If economy is urgent, a yard or half a yard of blackboard cloth, with light strip of wood at top and at bottom, and hung on the wall, is practicable. A blackboard on spring

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roller in frame is preferred by many. Some teachers like to have about a yard or half a yard of cork surface, placed conveniently in one of the walls, upon which may be fastened illustrative materials. Sometimes a board with cork surface on one side and blackboard on the other is hung on a school-room wall. The smaller the blackboard, and the more inconspicuous it is, the less will it detract from the homelike appearance of the room.

Various *other types of equipment*, such as maps, books, handwork materials, pictures, illustrative objects, and the like, should be provided in accordance with the grade and the need; and these should be kept in order when not in use, in cabinet or closet in assembly-room for the beginners, primary, junior, intermediate, and senior departments, and in cabinet or closet in the classroom for young people's or adult class. All cabinets and closets should be built in and recessed with the wall above furred out to the face of same.

THE INVITING CLASSROOM

A fourth requirement in the classroom for good teaching, is *beauty*. If we are to make progress in religious education, we must get away from institutional bareness and rigidity and uniformity, and so finish and decorate and furnish the classroom that it will possess everything of essential educational value that is to be found in the best equipped public-school room plus the cozy quality that is found in a well-furnished room in a good home.

This requirement absolutely demands attractive interior trim and finish, a rug or carpet on the floor, curtains and

draperies at the windows, pictures on the walls, and a harmonizing color scheme.

“Attractiveness should be a consideration,” says H. M.



CRADLE ROLL ROOM, BROAD STREET M. E. CHURCH, RICHMOND,
VIRGINIA

King, “in the plan, arrangement and structural forms of the classroom: the size and location of wall openings, the relative position they occupy, the way in which they balance with surrounding wall surfaces and the relation they have to floor and ceiling.” And intelligent attention should be

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given to the trim of the room, which includes such things as beams, brackets, casings, wainscotings, panelling; and the papering, staining, painting, enamelling, starching, and oiling of surfaces.

We may secure a decorative effect in our windows through the use of small panes of white cathedral glass, and through various other means. Glass in the upper part of the classroom door also assists in the same way. This may be handled in various ways. Nine small panes of glass, eight of them being of white cathedral glass, or some other obscured glass, and the middle one of clear glass, for unobtrusive observation on the part of superintendent and of visitors, give a pleasing effect.

An interior decorator, speaking of a room in a home, says that it should be "gracious and hospitable, like a beautiful smile of friendliness and warmth, inviting us to remain." He says: "A floor covering is no longer considered as a mere decoration, but as a source of inspiration, whereby to create the atmosphere that will express personality, the secret of every pleasing room. The heart of the room is the rug. It is the central unit from which all the other units—furniture, draperies and accessories—seem to radiate. Around its color scheme the decorations are built; its tone and texture pulsate with a warming welcome. Little of the real spirit of the room is left if the rug is taken out."

Who would want to entertain his friends in a room with a bare floor, or to sit in it to read or write? Why should any of us be content to be less comfortable and less hospitable in the house of God than in our homes? Let us, by some means, have rugs in all the classrooms in the church-school building. Rugs of good standard quality are most desirable, and usually obtainable.

Mr. Edward F. Jansson, of the Bureau of Architecture of the Methodist Episcopal Church, says: "I like to see a loose rug in a classroom, and think that rooms that are used for both social and educational purposes might well be carpeted over the entire area. This has a dual virtue, in that it presents a more finished appearance for club gatherings, and children who might be boisterous in other rooms would feel less free about causing any disturbance in such a room."

Some may object that rugs in classrooms are unsanitary. They are no more unsanitary there than in our homes. A rug in a home needs to be vacuum-cleaned frequently, in order to be kept in a sanitary condition, and a rug in a classroom will need the same sort of attention. We cannot have anything worth having in religious education unless we are willing to pay the price in intelligent effort and in constant care and attention.

If the rug is the heart of the room, then the head is the curtains and draperies. Let us have them. They need not cost any great amount of money. They can be made, in many instances, by the members of the class.

VALUE OF PICTURES

Graded teaching pictures on the walls are the arms of the room. They enfold the human spirit in an embrace of safety and repose, and woo it to faith in God and man.

Pictures are as essentially a part of the lesson materials of a church school as are "quarterlies," text-books, and libraries; and they should be selected with wisdom and hung with intelligence. There is no excuse for the cheap lithographs to be seen in some of our school-rooms. It is possible to secure good reproductions of great paintings at modest

prices, and to make selection from a vast treasury of religious art.

As one example of such selection, the authors give here a list of pictures chosen by Joseph Hudnut, architect, for a client, a Methodist Episcopal church. All these are color prints published by the Medici Society, 755 Boylston Street, Boston, Massachusetts. Each of these prints reproduces a painting by some one of the great masters of painting, and is obtainable at from five to eighteen dollars in price.

For beginners' rooms, the following: Hoppner, *The Sackville Children* (overmantel); Reynolds, *The Age of Innocence*; Miereveld, *A Child with a Parrot*; Reynolds, *Lady Gertrude Fitzpatrick*; Fragonard, *The Fair-haired Boy*; Suardi, *Putto under a Vine*.

For primary rooms: Corregio, *Virgin and Child*—detail from the "*Holy Night*" (overmantel); Cima da Conegliano, *The Presentation in the Temple*; Cranach, *The Rest on the Flight into Egypt*; Dürer, *The Adoration of the Magi*; Raphael, *Saint George*; Filippo Lippi, *An Angel Adoring*.

For junior rooms: Fra Angelico, *The Annunciation* (overmantel); Pinturicchio, *A Young Knight Kneeling*; Giotto, *Saint Francis and the Birds*; Da Vinci, *Two Angels*—detail from the "*Baptism*"; Filippo Lippi, *The Holy Family*; Reynolds, *The Holy Family*.

For intermediate rooms: Titian, *Madonna of the Cherries* (overmantel); Ford Madox Brown, *Christ Washing the Feet of Peter*; Gilbert Stuart, *George Washington*.

For senior rooms: Raphael, *Madonna and Child*—detail from the *Sistine Madonna* (overmantel); Raphael, *Madonna della Sedia* (alternate overmantel); Rembrandt, *A Young Warrior*; Hoppner, *The Sisters*; Raeburn, *Boy with a Rabbit*.

For young people's rooms: Da Vinci, *The Last Supper*

(overmantel); Titian, The Tribute Money; Millet, The Angelus; Whistler, Portrait of His Mother; Da Vinci, Study for Head of Christ; Rembrandt, Holy Family.

For adult rooms, club rooms and parlors: Hobbema, The Avenue (overmantel); Rembrandt, The Stone Bridge; Claude Gellée, Rest on the Flight into Egypt; Corot, Wood Gatherers; Constable, The Cornfield; Cappelle, A Calm.

CONTROLLING COLOR SCHEME

The controlling factor in the development of a welcoming, attractive classroom interior is the color scheme, which must merge all the finishing and furnishings into a harmonious and beautiful unity. The bases for most of the color schemes that are desirable in the church-school room are what are called "sunlight colors," which are of the yellow variety, and range from light cream to gold. In rooms that are especially well-lighted, it is permissible to use greens and blues and grays in very light tones. Pink should be used sparingly. White is sterile and cold, and evokes no pleasurable mental response. All strong reds and yellows should be avoided, as they stimulate the nerves and tend to produce restlessness in the pupils.

"Decorative wall colorings," as H. M. King, of the Architectural Department of the M. E. Church, South, says, "should possess charm"; and James Wallen says, "Charm abides in the twilight, the sheen of pearls, the bloom of the peach, muted music, and gentle laughter. Charm likes neither brazen glare nor inky blackness. Charm prefers coral to red, jade to clear green, mulberry to purple. And above all, charm prizes a middle ground between shining brilliancy and dull drabness."

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It would seem to be advisable to use the same wood-trim and doors throughout the public portions of the educational building, and then to have different color schemes for the various departments, so that the pupils, as they pass from one department to the next higher, may thus be assisted in appreciating the fact of advancement as typified by their new surroundings. The same color scheme should control throughout a departmental unit, in the assembly-room and in the classrooms.

Almost everything that has been said about classrooms will apply to assembly-rooms. Every assembly-room should have at least one built-in cabinet with shelves and drawers, for books and other supplies, located near the superintendent's desk, if practicable. This cabinet should be of the same material as the other trim of the room. A fireplace and mantel-shelf constitute a desirable feature.

Adequate *coat-room facilities* should be provided for every department. It will be an advantage if the coat-room is so placed as to constitute an entrance hall for the assembly-room, so that the pupils may discard their wraps before entering the room, and put them on after leaving the room. Such an arrangement will be an aid to good order and reverence and attractiveness within the assembly-room. A platform is not necessary unless the department has in it more than two hundred pupils. Pupils in the assembly-room should never sit facing the light. Entrance should be at the back of the room, and never at the platform end.

It is advisable to have at the entrance of each assembly-room, in neat lettering, the name of the department, and on each classroom door the number of the room.

The furnishing and decorating of a school-room may become

an educational project, the pupils making investigations as to the character and quality of the furnishings, and enlisting the assistance of an interior decorator or a teacher of art in the public school in choosing and developing a color scheme. This is a far better way than for an adult or a group of adults to do it all for the pupils.

SUMMARY OF SUGGESTIONS

1. The requirement of every teacher in the church school, for good teaching, is four-fold, namely, isolation, comfort, equipment, and beauty.

2. Every class needs, for its work, a separate room, with permanent partitions and a single, hinged door.

3. A service box in the wall, a clear glass pane in the door, and a rug or carpet on the floor will protect the class from numerous disturbances.

4. For the sake of comfort and good work, every classroom should have comfortable chairs, suitable tables, an abundance of diffused light, adequate heating and ventilation, and good acoustics.

5. In addition to chairs and tables, the classroom needs to be equipped with blackboard, graded pictures, books, handwork materials, illustrative objects, and the like, and built-in recessed cabinet for higher grades.

6. For a vital religious education, the classroom needs to be characterized by beauty, which may be secured through attractive interior trim and finish, and through the use of a rug or carpet, curtains and draperies, pictures, and a harmonizing color scheme.

7. Every assembly-room should be furnished with chairs of non-folding type, a table-desk, a blackboard, a built-in cabinet, a rug or carpet, curtains and draperies, and graded pictures.

8. An appropriate harmonizing color scheme should control in the finish and furnishings of an assembly-room.

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9. The entrance to an assembly-room should be at the rear, opposite the superintendent's table-desk, and pupils should not sit facing the light.

10. Every department should be provided with adequate coat-room facilities.

CHAPTER V

NEW BUILDINGS HELP

A SURVEY of the church-building situation in America makes it clear that those churches which have provided educational facilities of the type set forth in this book have been characterized by distinct improvement in life and work and service.

WHAT PASTORS SAY

We have already presented, in Chapter III, some^e of the results of our survey, particularly as they relate to the value of small classrooms for primary and junior pupils.

We present here, from pastors, a few statements that are representative of many, and that are indicative of some of the results of providing suitable facilities for the educational work of the church.

Rev. J. Scott Ebersole, pastor of the Lafayette Avenue Baptist Church of Buffalo, New York, after three years' experience in a new-type building, says, "Our new building has made possible a real graded, departmentalized school. It has laid great responsibility upon the general superintendent to keep good, strong, clear-headed departmental superintendents at work, and has made it possible to raise the standards of teaching. We are having some wonderfully fruitful class sessions in the junior and intermediate departments, where

the pupils come to close grips with their teachers. Many pupils volunteer to lead in prayer. There have been open declarations of the acceptance of Christ, in ways wholly impossible by the old method with large open rooms, or even with curtains, movable partitions, and other makeshifts."

Rev. R. S. Truesdale, D. D., St. John's M. E. Church, South, Rock Hill, S. C., says: "We have been in our new building nearly two years, and that we have advanced on all lines is shown by the figures on our books. The new educational equipment is meeting demands that we have felt should be met a long time."

Rev. Henry F. Widen, Central Church, Quincy, Mass., says: "We are very enthusiastic about the educational unit of our church building. All our classes now have individual rooms in which they meet for their work without either being disturbed by or disturbing other classes. Our Sunday school attendance stood at about one hundred and fifty for two years, but we are now growing, and we expect to have an enrolment of three hundred within a year."

Rev. Clarence W. Kemper, D.D., Temple Church, Charleston, W. Va., says: "In the old building, we had an average attendance in our church school of something over six hundred, and it is now around the eight hundred attendance mark, actually reaching eight hundred and two last Sunday. We expect to have a thousand by Easter time, and that is the capacity of our new educational building."

Rev. Geo. T. Waite, Barton Heights Church, Richmond, Va., says: "Our educational building has been in use a little over three years, and is now over-crowded. Our school has doubled. We have purchased the house and lot adjoining, for enlargement when we feel financially able to undertake it. This new type of building with classrooms for all the

classes and assembly-room for each department, enables the teachers to do their best teaching and helps them and the pupils to develop a departmental spirit. It helps to solve the teacher problem."

Rev. George S. Young, Jenkintown, Pa., says: "In our new educational building, we have had a twenty per cent increase in attendance within a year; and we are able to do more effective work, and to do it more easily. The new building enables us to take care of the community week-day Bible School, with public-school time, and an enrolment of about three hundred. This kind of a building appeals to the intelligent people who are interested in religious education."

Rev. Charles E. Hamric, Arlington Street Church, Akron, Ohio, says: "Since moving into our new educational building, about a year ago, we have increased our average attendance from five hundred to six hundred, in a steady growth, without any special effort. The assembly-room and classrooms for each department give us ideal working conditions. We are glad that we built the school-house before building the church auditorium."

Rev. Henry W. Tiffany, Th. D., Church of the Redeemer, Brooklyn, New York, says: "The general reaction to our new school building, since our school moved in, about six months ago, has been that of approval on the part of teachers, pupils, and visitors. The individual classrooms, with the freedom from the distractions, which have so often nullified the efforts of faithful teachers, are greatly appreciated by both teachers and pupils. It is now easier to hold on to regular teachers. Each of our thirty classes has a regular teacher, and the percentage of attendance among our teachers is very high. We are sharing our new building with the

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children of this community by opening it to the week-day school of religion."

Rev. C. W. Wise, Roanoke Baptist Church, Kansas City, Mo., says: "Since we moved our school into the new building, about two years ago, it has grown to about three hundred and thirty-five in attendance, nearly doubling, and the quality of its work has been vastly improved. Our building is used by the interdenominational community week-day religious school."

LOOKING AHEAD

If any one should say, "Our leaders in religious education have changed their opinions about the educational building and about educational equipment, and how do we know that they will not change again?" the answer is that the conviction that the school of the church should be handled in departmental assemblies and in classes is based on a wide range of psychological research and pedagogical experience, and there is no probability that we shall ever return to the old ungraded, unscientific procedure. We may change, and it is to be hoped that we shall, but our changes likely will be developments of our present ideals and practices.

The best that any church can do is to face its building problem intelligently and fearlessly, in the light of general experience, with the assistance of the specialists, and then go forward. Build something. Then build again twenty years later, if it becomes necessary. That is the way the business man does. We know a business man who built a factory, with the assistance of experts, and found, some years later, that he was compelled to build again, and to build differently. Conditions and ideals had changed in his busi-

ness, and his business had grown. He could well afford to build again, and he did it cheerfully. The worst mistake any church can make is to doubt and hesitate and wait, and not build at all.

If there be objection offered to small classrooms, on the ground that some leaders in religious education are recommending large classes, and that all of us may later come to hold this view, the evident answer to this objection is that, while the partitions between small classrooms, in the new type of building, are permanent in the sense that they are not of the movable type, the building may be so constructed that they can be removed altogether, just as such partitions between rooms in an office building sometimes are removed or moved.

If some object to what they call the "inflexibility" of the new type of building, with its small classrooms and permanent partitions, it must be said that this objection is based on a misunderstanding of the situation and on an imaginary contingency that will, in all probability, never arise. The allowance of fifteen square feet of floor-space for each pupil, seven in the assembly-room and eight in the classroom, contemplates sufficient room for the best educational results, which means that the capacity of these rooms can be increased by about twenty-five per cent by crowding, without movable partitions and without double doors in the classrooms. That is, seventy-five juniors, for instance, could be accommodated in a departmental unit planned for sixty, and then not be any more crowded than they are at present in some of the old-type buildings. Another consideration is that flexibility in the new type of building may be obtained through the shifting of classes, with the rooms of varied sizes.

WORTH ALL THE COST

Sometimes this new type of building is objected to on the basis of costs, but this objection is not well founded, for, as a matter of fact, it has been found that it costs less than the old "Akron plan" type of building, with its wasteful height of ceiling in the main room and its grotesque irregularities. Also, it has been demonstrated that classrooms may be provided at a very small expense. The reason is that exactly the same amount of floor-space is required for the use of a given department when the space is all in the one assembly-room as when the space is shared with the added classrooms, since each pupil needs an allowance of fifteen square feet of floor-space whether the classes meet in several classrooms or in the one large assembly-room. When the classes are in the one room, each class having its class table as well as chairs, the fifteen square feet of floor-space are needed, allowing for the passage of superintendent and secretary between classes and a sufficient separation of group from groups to make possible any sort of good teaching, whereas seven square feet is a sufficient allowance in the assembly-room, when the tables are kept in the classrooms, where eight square feet is a sufficient allowance, by reason of the fact that the partitions separate class from classes.

For more than a generation, the value of separate classrooms in public-school work has not been seriously questioned, and there is no good reason for questioning their equal value in church-school work. Surely, our sons and daughters are entitled to at least as good a chance at the Bible as at arithmetic, algebra, American history, and English literature; and they can never have such equal chance while there are several

classes in the same room or with the partial separation of screens, curtains, or movable partitions.

Occasionally it has been said that it seems a waste of money to erect a school building that is used for a period of only about one hour a week. The shorter the period, the greater the necessity for the facilities that will make it maximum in efficiency; but, as a matter of actual fact, these new-type buildings are being used increasingly for various week-day meetings and activities and for the housing of an organized program of week-day religious education.

This growing demand for an extension of the time devoted to distinctively Christian education and our enlarging educational ideals make it insistently imperative that our churches everywhere arise and build, and that our new church-school buildings shall be of such character that they will command the respect of all leaders in educational thought and practice.

ONE MARKED RESULT

In every case where such buildings have been erected, our survey shows, there has been a material increase in the church-school attendance, as well as in educational efficiency. There seem to be three chief reasons for this marked result.

The first is the advertising obtained through such significant achievement, for, while the total number of churches with modern provision for religious education has become considerable, the number as compared with the total number of churches is still quite small. Therefore, the church that builds for religious education and for Christian recreation, as well as for worship, is doing the unusual thing. It will

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attract widespread favorable attention, and gather into itself many of the more intelligent and desirable members of the community.

A second reason is that a new educational building lends new emphasis to the fact that the school of the church is a real school, with school ideals and practices, and thus tends to attract competent workers, while at the same time stimulating the present executives and teachers to more intelligent effort under the improved conditions.

A third reason for increased attendance when a new school building is erected is that the improved facilities, combined with the awakening of the officers and teachers, make the school more interesting and worth while to its pupils. Therefore, it is easier to gain and hold pupils. The most attractive institution in the world is a school of religion with a dynamic program, a competent working force, and adequate building and equipment. It is the greatest of evangelizing agencies as well as the greatest training camp for Christian recruits.

SUMMARY OF SUGGESTIONS

1. A survey shows that churches grow in membership and efficiency when they provide adequate educational facilities for their schools.

2. Pastors who have had experience with buildings of the newer type speak with conviction and enthusiasm of their great value.

3. There are many reasons for believing that the type of building described and illustrated in these pages will be adequate twenty years from now, so far as its essential character is concerned.

4. Every church should face its building problem intelligently and fearlessly, in the light of general experience, with the assistance of the specialists, and then go forward.

5. Partitions of the permanent type can be so constructed that they can be removed later, in case larger rooms should be desired.

6. A building with permanent partitions is possessed of a considerable degree of flexibility.

7. The new type of building is not extravagant in cost, and is a good church investment.

8. If pupils are to have an equal chance at the Bible and arithmetic and United States history and English literature, the church-school teacher must have a separate classroom of permanent-partitions, single hinged-door type, such as the public-school teacher has had, without question, for more than a generation.

9. A new building with adequate educational facilities results in a larger church school.

10. Such a new building attracts favorable attention, enlists new workers, and recruits new pupils.

CHAPTER VI

THE CHURCH AUDITORIUM

THREE is a widespread feeling, among laymen as well as among architects, that a church auditorium cannot be beautiful unless it is copied, or imitated, from one of the beautiful churches of the mediaeval centuries. Other architectures progress, adapting themselves in plan and structure and decoration to the changing needs of the times; but the church building is thought of as immutable in type. The Christian sanctuary is to remain forever that perfect piece of architecture given us by the Gothic architects; and, if this sanctuary does not appear to be fitted for a certain form of Christian service, then it must be the service, and not the sanctuary, that is at fault. It will be better to modify our service, it is thought, than to abandon an architecture so eloquent in expression and so splendid in its harmonies of line and space.

To reason in this way is to misunderstand completely the spirit of the mediaeval architectures. If the history of the arts has taught us anything it has taught us this: that architecture, to be fine, must be significant, and to be significant it must be based upon utility—that is to say, it must conform to some practical and exigent need of its own time. No such architecture was ever inspired by a scholarly interest in forms bequeathed from the past, or by a reverence for tradition, or by an academic search for ideal beauty; but always

good architecture is inspired by an effort to make impressive and beautiful a building which is, first of all, intimately adapted in plan and structure for a contemporary usage. Gothic architecture is mediaeval liturgy translated into stone. The Gothic sanctuary is primarily a setting for the ceremonial of the mediaeval church: every line of its intricate fabric is determined by some requirement of those ancient and beautiful rites. Because it conforms to these mediaeval needs, it expresses most perfectly the mediaeval Christianity.

EXPRESSIVE BEAUTY

We should begin, like the Gothic builder, by thinking of our needs. So long as we copy the mediaeval model we shall achieve nothing but an alien and inexpressive beauty. So long as we imitate the mediaeval buildings, trying by adaptations and eliminations to fit them to our service, we shall succeed only in destroying the mediaeval spirit without expressing in any way our own spirit. We ought to think of the church building, not as an historic monument, but as a practical and useful structure to be planned and built, like any other useful structure, with reference to the particular usefulness we have in mind. We ought to plan our churches as a part of the architecture of our own cities, just as we would plan a theater or an apartment house, basing our design upon the conditions of life in these cities. Only in that way can we hope to develop a vital ecclesiastical architecture, consonant in spirit with the spirit of our Christian civilization.

What is demanded in the auditorium of an evangelical church is a room adapted, not for ritual, but for perfect hearing and seeing. A room of that kind must not be long and

narrow, because in a long narrow room too many of the congregation are widely separated from the pulpit. A room of that kind must not be high and elaborately vaulted, because in a high vaulted room good acoustics are impossible. Nor can this room be cut up into numerous and varied subdivisions such as aisles, transepts, and deep chancels, nor complicated in plan by rows of piers and columns, because these features make hearing and seeing difficult. The perfect auditorium is a very simple rectangular room having only two parts: a chancel, for the pulpit and the choir, and the congregational space. The length should seldom exceed one-and-one-half times the width, and the height should seldom exceed two-thirds of the width. There must be neither columns nor piers, except perhaps those which form decorative motifs at the sides of the room; and the ceiling should be flat, or nearly so, and of one height throughout.

The spirit of such a room is the antithesis of the Gothic spirit. It cannot be sumptuous or mystic or dramatic. Yet it can be made just as beautiful: not immediately, perhaps, for great architectures develop slowly from the persistent efforts of generations, but ultimately. The Colonial architects have shown us in their gracious interiors how such a development may be begun: spacious, austere, and serene, with restful lines and quiet wall spaces, these American churches present a type of room which can well be made expressive of all that is fine in the intelligent and courageous faith of our day.

The most important principle to be observed in the design of an auditorium is the principle of *symmetry*. Not merely the room itself, but all parts of it, must be symmetrical in their arrangement: only in that way can the room be properly organized for comfort and efficient use, and endowed with

those qualities of repose and unity which are proper for the setting of a Christian service. Picturesqueness, informality, romance, are out of place in a church auditorium: the first essential is order.



INTERIOR OF MAIN AUDITORIUM OF FIRST M. E. CHURCH, SOUTH,
CHARLOTTESVILLE, VIRGINIA

Symmetry may best be obtained by arranging the room about a central axis in such a way that all parts on one side of this axis are repeated on the other. The auditorium is to be divided by an imaginary line, parallel to its longer sides, which will cut the room into two halves, each half exactly like the other. The arrangement of pews and aisles, the design of the galleries, if there are galleries, the size and spacing

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of the windows, the lighting fixtures and decorations, are to be precisely similar on each side of this imaginary line.

APPROACHES

Symmetry should also characterize the approaches to the auditorium. We must not think of this room as existing independently of its surroundings; and of course the most important of these surroundings are the parts which form the approach to the auditorium from the street. The comfort and effectiveness, no less than the beauty, of an auditorium depend in no small degree on the provisions made for entering and leaving it: the worst features of our churches arise from the architect's neglect of this principle. A corner tower, with entrances at the base, may look picturesque and commanding on a street corner; but a corner is of all parts of a room the least adapted for the coming and going of crowds, and a tower, which because of its height and weight demands thick walls and small openings at the base, is of all architectural forms the least suited for an entrance. Great flights of steps may be impressive and even beautiful; but they impose a heavy burden upon a congregation.

The only satisfactory approach, except in very small churches, is directly along the major axis of the auditorium—the axis described above. This axis should be at right angles to the principal street. The auditorium itself should be placed at some distance back from the sidewalk so as to allow an open space of pavement in front of the building; beyond this space the façade, symmetrically designed, should have three doorways, symmetrically arranged on the axis. There may be other entrances, or exits, leading to minor streets or to other parts of the church group; but these must

be in design and arrangement obviously subordinate to one direct formal approach.

A portico may precede the doorways of the main façade. Except where the conditions of the site make it absolutely necessary, this portico should not be raised more than three steps above the level of the street pavement. The portico exists as a kind of "outdoor room," forming a transition between street and church. It is not merely a bit of monumental art masking the façade; it is a *room*, a place where people may pause a moment before entering the church, a preparation for the stateliness of the interior, or where they may remain for a moment after the service. It must be designed for use as a room: it must be spacious, well-proportioned, with an attractive pavement and ceiling, and pleasant vistas between the columns. Above all, it must be *deep*: not a mere row of columns placed against a wall but rows of columns enclosing the three sides of a rectangular floor with room enough to move about under the roof.

The Colonial architects usually built a high tower, crowned with a spire, between the portico and the church. That is, of course, a very striking and beautiful arrangement, but oftentimes the presence of the tower produces congestion at the entrances: it is necessary to build somewhat heavy supports at the very place where open space is most needed. A tower of that kind may be tolerated in a small church or in a church of light construction, but the arrangement is not a rational one for large buildings. We should remember that the Colonial tradition grew up under conditions quite different from our own. If the Colonial architects had had to design buildings as varied in mass and as extensive in plan as a modern church group, they would probably have placed their tower in some other position, making use of the ascend-

ing lines to pull into unity the divergent units of the group.

Whether there is a tower or not, there must be a spacious vestibule between the street and the auditorium. Like the portico, this is a transitional room, but it is of more importance because without it uncongested circulation to and from the auditorium is impossible. The vestibule should extend across the width of the auditorium, having an entrance into the auditorium at the end of each aisle, and, at each end stairways leading up to the galleries, if there are galleries. Even in a small church the vestibule must not be less than twelve feet wide and of course it should be agreeably proportioned, with a somewhat low ceiling, which may be vaulted. The walls may be laid up in stone or brick and the floor may be of slate or marble—that is to say, there may be elements in the design which recall the architecture of the exterior as well as those which anticipate the architecture of the interior. Warm colorings, brightly patterned floors, textured plaster, carvings in stone or wood, painted decorations, or pictures on walls or in windows, must be avoided; and of course there should be no furniture. A vestibule is a room *to be passed through*: it may be hospitable but it cannot be informal.

PEWS AND AISLES

From the main entrance to the auditorium, opening from the vestibule on the major axis of the room, a wide central aisle should lead across the length of the auditorium to the chancel. This aisle is indispensable, not only for the marriage and funeral services, but also for the efficient circulation of the congregation at the beginning and end of Sun-

day services. Such an aisle does not divide the congregation except as viewed from the pulpit; on the contrary the central aisle, by providing a central line of circulation to the pulpit, enhances the unity of the plan. Minor aisles must be symmetrically arranged right and left of this center: usually two such aisles will suffice and these may be placed against the side walls.

Except in large churches, where more than fifteen hundred people are to be seated, pews should be straight with their backs parallel to the shorter sides of the auditorium. Little is gained by the use of curved pews except in a room which has the chancel in the center of the longer side; and a room of that type is unsuited for use as a church. The minister who speaks from the narrower side of a room has nearly all of his congregation directly in front of him, so that the curved pew can help only a very small part of the people to hear and see. This slight advantage does not offset the added cost of the curved pew, the reduction in seating capacity, and the increased congestion in circulation. The aisles, like the pews, should follow the rectangular lines of the architecture; radiating aisles or curved aisles present no advantages except in the largest churches.

The floor should be flat. We must remember that a good church auditorium is not designed on the principle of a theater where every seat must be sufficiently elevated to command a view of a wide proscenium where actors move in a pictorial setting. The attention of a congregation is centered on one point, the pulpit, which is, or ought to be, elevated. In a theater the spectator must be able to see into the depths of the stage, which is flat; in a church the chancel is shallow and the deeper parts of it elevated.

LIGHTING

The most careful attention must be given to the lighting of an auditorium. The best lighting is obtained by the use of wide windows at both sides, the sills being about six feet above the floor. That assures a high pleasant light and prevents the draughts which come from lower windows. There should be enough light to flood the whole interior; we have had quite enough of that twilight gloom which used to be called a "dim and religious light."

But, of course, it is not always possible to have large windows, especially when side galleries are used. In that case it will be necessary to have two ranges of windows and the lighting, having a larger number of sources, will be necessarily more confused in quality. We can minimize this fault by making the windows above the gallery as large as possible and reducing those under the gallery to such an area as will just provide for the seats under the galleries.

The most practicable windows are those divided into rectangular panes by steel or wooden bars and glazed with some "obscure" glass having a warm tone, such as the fine cathedral glass imported from England. A simple geometric pattern in the bars, especially towards the top of the windows, is permissible; but intricate stone tracery should be avoided. Stained glass or painted glass, except perhaps in a chancel window which is essentially a decoration rather than a source of light, is altogether out of place in a church auditorium: nothing has contributed more to the discomfort and restless ugliness of many of our modern churches.

At night the auditorium should be lighted by large fixtures hung from the ceiling. Each fixture should be made up of a large number of small lights rather than one or two

large lights, and there should be enough of these to make it possible to read in all the pews. Care should be taken not to provide too much light; nothing could be more uncomfortable than the glare which too often characterizes our churches at night. The steady cold light which results from the use of "indirect lighting" is equally to be avoided; light to be efficient need not be harsh.

GALLERIES

In small churches—that is, those seating less than five hundred people—there should be no gallery. A gallery divides the congregation: it was introduced for that purpose at a time when women, having a less dignified position than men in human society, were separated from the men. A gallery is, necessarily, the least comfortable part of a church and, obviously, the service is much less impressive when seen from a gallery than when seen from the floor.

In a large church galleries are necessary. In the Colonial auditoriums there were galleries extending around three sides of the room, all galleries being straight and parallel to the sides of the room. No finer setting for a congregational service can be imagined. From the manner in which the congregation is arranged, from the clearly-defined spaces of the interior, and from the firm harmonies of line, there arises a splendid feeling of unity, repose, and of concentrated attention on the pulpit. In such a room the gallery tends least to divide a congregation.

Of course side galleries will obstruct a considerable amount of light and air. When there is a rear gallery only, the side galleries being omitted, the congregation is cut in two and access to the communion denied to a large part of it; but

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such an arrangement does permit the use of high and noble windows along the sides of the room. That is a very great advantage, for it results not merely in more light but, what is more important, in a finer distribution of light. Whenever the normal congregation can be accommodated on the floor and the gallery is needed merely to provide for the occasional enlargement of a congregation, the rear gallery, without side galleries, is to be preferred. In any case, galleries should be low and unobstructed by columns or piers.

THE CHANCEL

The chancel of an evangelical church should be a wide shallow recess opening from the center of the narrow end of the room opposite the entrance. The width of the chancel should be such as to make it essentially a part of the auditorium: it should be at least two-thirds as wide as the narrower side of the auditorium. It may be rectangular or semi-circular in plan: the semi-circular form, or apse, is perhaps the better form except where space for a large choir is to be provided.

The chancel may have a flat ceiling of the same height, or of nearly the same height, as that of the auditorium, or it may have a vaulted ceiling in the form of a barrel-vault or a semi-dome.

The chancel should be separated into two parts by a screen about six feet high placed at right angles to its axis (that is, parallel to the front) and each part so separated should have a floor of a different level. The floor of the part towards the auditorium, which will be used as a pulpit platform, should be not less than sixteen inches above the floor level of the auditorium, for a small church, and not more than forty-

two inches above this level for a large church. The floor area back of the screen, the area to be used by the choir, should be raised from one to two feet above the level of the pulpit platform. This choir floor may be built in several levels if there is to be a large choir.

Many variations are possible in this arrangement, and, of course, these variations will depend to a large extent upon the special requirements of the different denominations. In a Baptist church, for example, where the baptistry, forming an essential element in the design, should be placed at the center and rear of the chancel, the choir screen may well be separated into two parts by a wide opening at the center. The choir would then be divided, half on each side of this opening, or it may be placed at one side of the opening, with the organ console opposite. It is not necessary, of course, that a choir should face a congregation, and it is much better to place the choir at one side, or to divide it, than to place it in an elevated gallery over the baptistry. A still better plan is to place the choir in a gallery at the rear of the auditorium: music is never more effective than when heard from such a position and the removal of the choir from the chancel adds immensely to the dignity and effectiveness of the sermon. Such an arrangement is especially to be recommended in a Presbyterian or a Congregational church. In a Methodist Episcopal church, the historic chancel of the church of England may be adopted, with a divided choir and the communion table placed at the rear of the chancel; but of course such a chancel must not be deep because in a deep chancel the communion table is too widely separated from the communion rail.

A typical evangelical church will have the pulpit in the center of the chancel directly under the chancel arch and

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the communion table placed in front of this pulpit at a lower level. The pulpit may be removable so as to be placed at one side during the communion service or during the service of baptism.

DECORATIVE ELEMENTS

A good auditorium is a very simple room. It is meant to provide a quiet and unaffected setting for Christian teaching: elaboration in its lines and in its spatial arrangement, sumptuousness in decoration, or monumental scale are wholly inconsistent with that function. The ideals to be kept in mind are, first of all, nobility and serenity in the proportions, purity in the lines, restraint and good taste in decoration. There should be nothing that can force itself upon our attention either by its dramatic qualities or by its cleverness.

The decorative scheme must of course be symmetrical, in keeping with the balanced room. It must be formal, for the auditorium is used for a formal purpose. It must be broad and simple in quality, free from all fussiness and elaboration. It should above all be consistent: a common spirit must unite all parts of the design from portico to chancel. It should be most rich at the chancel, least rich at the entrance: warmth of color and richness of detail may well increase progressively from street to pulpit.

The auditorium of an evangelical church ought to be a very beautiful room. It will be most beautiful if it is unaffected and sincere; that is to say, if its design is based frankly upon the use for which the room is intended. Architecture, let us remember, is a medium of expression, a language. Our auditorium will be most beautiful if it speaks to men of the high purpose to which it is dedicated.

SUMMARY OF SUGGESTIONS

1. It is a mistake to think that beauty in the church auditorium can be attained today only through the copying of the beautiful churches of the mediaeval centuries; our church buildings should be expressive of our own Christianity as the Gothic buildings were expressive of mediaeval Christianity.

2. The auditorium of an evangelical church should be adapted for perfect hearing and seeing, and should be beautiful.

3. The principle of symmetry should be observed in the design of an auditorium, in the room itself and in all its parts.

4. Symmetry should also characterize the approaches to the auditorium, namely, the portico and the vestibule.

5. A wide central aisle should lead from the vestibule across the length of the auditorium to the chancel, with minor aisles symmetrically arranged right and left of this center.

6. Except in large churches where more than fifteen hundred people are to be seated, the pews should be straight with their backs built parallel to the shorter sides of the auditorium, and the floor should be flat.

7. The best lighting is obtained by the use of wide windows at both sides, the sills being about six feet above the floor; and, at night, by large fixtures hung from the ceiling, each fixture made up of a large number of small lights.

8. Galleries are advisable in large auditoriums, and these should be low and unobstructed by columns or piers.

9. The chancel of an evangelical church should be a wide, shallow recess opening from the center of the narrow end of the room opposite the entrance, and should be arranged in accordance with the special requirements of the different denominations.

10. A good auditorium is a very simple room, providing a quiet and unaffected setting for Christian teaching, and is characterized by a dignified, expressive beauty.

CHAPTER VII

THE FELLOWSHIP HALL

IF it be true, as it is claimed today, that character most clearly and fully reveals itself, and is most profoundly influenced, during the hours of leisure, then it is imperative that the church, particularly in this industrial age of stress and strain, lay hold of the recreational life of the people of the community, and provide for it Christian incentive and direction and supervision, as a part of an educational program.

If the church is to function in this capacity, it must provide material equipment in a fellowship hall that may be used for a variety of purposes: for dining, for supervised play, for entertainments, for lectures, for dramatizations. It is not simply that such provision attracts to the church, and holds there, both young and old. They are being educated religiously through their social and recreational activities.

In a large church building, there will be provided a secondary auditorium for lectures, entertainments, pageants, and dramatizations, and a fellowship hall for dining and for supervised play activities of various kinds; but, in the great majority of church groups, there will be no secondary auditorium, and the fellowship hall will need to be adapted to all these uses.

It is possible to conduct, in such a room, a program of activities that will enrich personality, train in cooperation, develop mutual appreciation, and promote religious health.

This room is not adapted to distinctively school uses, and

no part of the school of the church should meet in it, except under the pressure of extreme economy. If any part of the school must be held there, let it be a class of adults.

If possible, this fellowship hall should not be a basement



FELLOWSHIP HALL, UNITY CHURCH, MONTCLAIR, NEW JERSEY

room. Basements are unattractive and expensive in upkeep. They are desirable only for storage and for heating plants, usually. When there is lot-space available, this room should be wholly above ground. It will cost but little, if any, more there than under ground, and it will be vastly more suitable for all the purposes for which it is designed.

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Some of the objections to basements are: lack of adequate ventilation; the twenty-seven steps down, when there is a ceiling height of sixteen feet; the considerable cost of water-proofing; and the expense of floor construction above, unless posts are used. A basement room is less objectionable if it is more than half above ground, and is properly constructed.

In some buildings, the fellowship hall can be constructed more economically, and can be made more attractive in appearance, if it is a top-floor room. Dormer windows and uncovered beams may become decorative features. In any case, wherever placed and however constructed, this room should be as attractive as is consistent with reasonable economy and the uses for which it is designed.

ATHLETIC PROVISIONS

If the fellowship hall is to be used for basket-ball, it will need to have a clear floor-space of at least forty by sixty feet, with a clear ceiling height of sixteen feet; and it will be an advantage if additional floor-space can be provided, to allow room for spectators. In a room of sufficient size, it is desirable to provide galleries for spectators; and, in this case, the ceiling height will need to be at least twenty feet. If a basket-ball court in a church plant is standard and satisfactory in every respect, it can become an attractive and valuable religious educational asset.

In the construction of a room to be used for basket-ball, and for volley-ball, hand-ball, indoor baseball and other such games, the windows and lights should be protected by heavy mesh-wire guards, the wainscoting should be of salt glazed brick of light color, and the floor should be of maple or some other suitable wood on sleepers. The floor should never be

of concrete, as it is dangerous in any room used for athletic games and drills.

It is only within the last hundred years that the educational value of play has come to be recognized; and it is only in recent years that its religious and moral possibilities have come to be appreciated.

We are coming to see that our pupils of the church school, in properly supervised play, may be trained in self-control, sustained effort, persistence, self-respect, cooperation, forbearance, tolerance, appreciation, loyalty, courtesy, fair play, consideration, sympathy, helpfulness, leadership, thinking, and physical and moral cleanliness.

In addition to the direct benefits to be derived from such play, there is being developed in the pupils, by indirect suggestion, certain desirable attitudes toward the church, the church school, Christianity, others, self.

The emotional reactions of the play life will be associated throughout the years that follow with all the pupil's thinking about the church and will color his estimate of its value.

PROVISION FOR DRAMATIZATIONS

If the fellowship hall is to be used for dramatizations and pageants, provision will need to be made for stage and dressing rooms, in addition to the minimum length of sixty feet required for basket-ball. According to the size of the room, the stage will need to be from fifteen to thirty feet wide, from fifteen to thirty feet in depth, and from two and a half to four feet high. On each side of the proscenium opening of the stage, there should be a width of from ten to twenty feet, for dressing rooms, assembling of parti-

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participants, moving scenery, lighting purposes, and the like.

The back of the stage should not be the outside wall of the building, but should be a wooden partition, harmonizing with the general decorative scheme, with passage-



KENNETH MACLEISH HALL, FIRST BAPTIST CHURCH, EVANSTON,
ILLINOIS

way behind it. A set of movable risers should be provided, for use on the stage for accommodating a chorus or other large group. Provision should be made for curtain hangings. There should be a fireproofed draw curtain. Scenery with a minimum of constructed parts and a maximum of

lighting effects, and modern equipment, lending itself to the greatest amount of flexibility, is most desirable.

The following is a summary of suggestions regarding the stage and its equipment, taken from "Drama in Education," by Grace Sloan Overton: (1) An important consideration in stage building is visibility. A sight line drawn from every seat in the auditorium should give a clear view of the entire stage. Often the stage is elevated unduly to overcome the lack of direct sight lines. This is not an assistance, but, on the contrary, it makes the spectator tilt his head at an uncomfortable angle. It also makes the player appear abnormally tall; and, as he moves toward the back of the stage, the lower part of his body is concealed. The height of the stage from the floor should be from three to four feet. (2) The stage is popularly regarded as the space on which the actors appear. As a matter of fact, this space should be only a small part of the stage. The width of the proscenium opening should be about half of the width of the auditorium, although this proportion may be varied somewhat. Considerations of production demand in the ordinary auditorium a proscenium opening at least twenty-four feet in width. In height the proscenium opening should be in proportion to the width, about half as high as wide. Thus a proscenium of twenty-four feet should be about twelve feet high. If a proscenium is too low, it will throw human figures out of proportion to their surroundings. (3) Hard wood should never be used for stage floors. Instead, soft wood, into which pegs and nails bite easily, should be used. (4) The purpose of scenery is two-fold: first, to furnish a suitable and harmonious background of color; second, to suggest unerringly, but with no superfluity of detail, the character of surrounding in which the action of the play transpires. Scenery is

not for the purpose of decoration. It should be so much a matter of accompaniment to the play that the attention of the audience is not directed to it, but to the matter at hand—the action of the play. Scenery is intended to suggest atmosphere and create illusion, which does not mean that an audience is to mistake a stage for something else, but that it shall become so absorbed in what it sees on the stage that the world of reality ceases to intrude itself. Scenery that is too realistic suggests artificiality. The purpose is to suggest, not to represent. (5) The most vital part of the stage machine is lighting. It is the only part in which any mystery is involved. Certain types of visual beauty may be achieved only through light. Light illuminates the stage and the actors; it states the hour, the season, the weather, by suggesting natural light effects; it helps paint the scenes by manipulation of masses of light and shadow and by heightening color values; it lends relief to actors and to the plastic elements of the scene, making both seem alive; it helps act the play, by symbolizing its meanings and reinforcing its psychology.

FACILITIES FOR DINING

In planning the fellowship hall from the standpoint of dining facilities, there should be an allowance of ten square feet per person to be served. It is desirable to have standard dining-room chairs of attractive appearance and durable construction. Single folding-chairs of substantial construction may be provided, if economy is a prime consideration. Table and chairs, when not in use, may be stored under the stage platform, and in closets especially provided.

There should be a commodious, well-equipped kitchen and

serving room adjacent to the fellowship hall, and it should have a floor area of from one-eighth to one-fourth the area of the larger room. It should have separate outside service entrance. The kitchen should be equipped with a range



KITCHEN

of adequate size, and with gas plates, where possible; with large kettles and other necessary utensils for cooking for large groups; with sinks, hot and cold water, electric dishwashers, draining racks, and the like; with table for scraping dirty dishes, with garbage receptacle underneath; with cupboards for dishes and silver and linen; with refrigerator equip-

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ment; with vegetable storage; and with electric potato-paring machines, electric cream freezers, and any other needed facilities.



SERVING ROOM

There should be a serving space between the kitchen and the dining room. Waiters should not enter the kitchen, but should receive all supplies in their serving room. This serving room should be of ample size for quick, convenient service, with broad, long serving-counters, across which the waiters are served. Two one-way swing doors between serving room and dining room, with kick-plates and glass panels, are essential. In some cases, the serving-counters connect the kitchen immediately with the dining room, but this arrangement is not to be recommended, since there are thus admitted to the dining room the kitchen sights and sounds and odors. An after-dinner program may be seriously interfered with by the dish cleaning in an adjoining kitchen.

VARIOUS OTHER PROVISIONS

The various rooms of the school portions of the church building should be used for all the graded, departmentalized social and recreational activities for which they are adapted, but it may be advisable to provide also, in addition to the fellowship hall, and near it, a Boy Scouts' room, a Camp Fire Girls' room, and a men's club room, for activities that are not practicable in the school rooms.

Adjacent to the fellowship hall, it will be necessary to provide ventilated, steel lockers in three separate spaces, that is, one for men, one for boys, and one for women and girls. Shower-baths are a practical necessity, as violent physical exercise not followed by a bath and rub-down is neither sanitary nor safe, especially in cold weather. Open-shower room without stalls and partitions is used for men and boys, but separate showers with dressing rooms combined are desirable for women and girls.

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In connection with showers, hot and cold water should be provided at each shower at all times, and this requires careful consideration when plumbing is installed. Hot water storage capacity should be provided sufficient to supply all showers every one-half hour. Heater capacity should be carefully studied. Separate hot and cold water valves are quite satisfactory, instead of expensive mixing valves, provided tempering valve is installed to cool all hot water supplied to showerheads to one hundred and fifty degrees. Toilet facilities should be provided adjacent to shower and locker rooms.

Bowling alleys constitute a desirable feature in many church plants. Two alleys will require a space of eleven and a half feet in width, and an additional space of five feet nine inches for each additional alley. The length must be eighty-three feet, plus gallery space at rear, with bank of seats for spectators and for contestants in tournaments.

A swimming pool is not an essential feature in a recreational building, but is desirable in some communities, if the church can afford the cost of its construction and up-keep. It should be at least twenty by sixty feet in size. It requires provision for sanitary maintenance, through frequent and adequate cleansing of the pool, through a thorough sterilization of the water, and through the sterilization and laundering of swimming suits and towels. It is essential also that there be constant supervision of the pool while in use.

An important provision in connection with a fellowship hall that is used to any extent for games and supervised play is a recreational director's office, so located as to control all athletic rooms and the swimming pool, and provided with first-aid supplies and other equipment.

The equipment of the fellowship hall may include a moving-picture machine booth and spotlight provisions.

SUMMARY OF SUGGESTIONS

1. Character is most clearly revealed and most profoundly influenced during the hours of leisure, and it is imperative that the church lay hold of the recreational life of the community, and provide for it incentive and direction and supervision.

2. As a material aid in Christianizing the recreational life of the community, the church needs to provide for itself a fellowship hall, which may be used for dining, for supervised play, for entertainments, for dramatizations, for lectures, and for various other purposes. In some large church buildings, a part of these activities will be provided for in a secondary church auditorium.

3. Not only is such provision a potent means of attracting and holding both young and old, but it makes possible a program of social and recreational activities that are in themselves educational and developmental.

4. The fellowship hall is but little, if any, more expensive and is vastly more attractive when it is built wholly on top of the ground, instead of as a basement.

5. If this room is to be used for basket-ball, as well as for other athletic activities, it should have a floor-space that is at least forty by sixty feet, with a clear ceiling height of sixteen feet.

6. If the fellowship hall is to be used for dramatizations and pageants, provision will need to be made for stage and dressing rooms, in addition to the minimum length of sixty feet for basket-ball.

7. In planning the fellowship hall from the standpoint of dining facilities, there should be an allowance of ten square feet of floor-space per person to be served.

8. There should be a commodious, well-equipped kitchen and serving room adjacent to the fellowship hall, and it should have a

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floor area of about one-eighth to one-fourth that of the larger room.

9. Near the fellowship hall, there should be lockers, showers, toilets, a recreational director's room, and such other facilities as may be deemed advisable.

10. Bowling alleys will constitute a desirable feature in many church plants; a swimming pool is practicable only in the exceptional community.

CHAPTER VIII

PROCEDURE IN BUILDING

A NEW church building usually has its beginning in the thought and desire and vision of some individual. Some one takes the initial step. This one may be the pastor of the church; it may be the superintendent, or director of religious education; it may be a Sunday-school teacher; it may be a church official; it may be a visitor, who calls attention to the need.

THE FIRST STEPS

This one interested individual gets a few others interested. Then these few interested individuals bring about the *first official step*, namely, the appointment by the official board or in a church congregational meeting, according to the business practices of the denomination with which the church is connected, of a *building council*, authorized to expend a few hundred dollars, if the church is small and weak, or a few thousand dollars, if the church is large, in finding out exactly what are the building needs of the church, and just how and at about what cost these can be met, and then to report back to the official board or congregational meeting their findings.

This building council should be composed of fifteen representative members of the church, and the pastor as *ex officio*

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member. The members of this council should be chosen on the basis of interest and fitness, selection being made from all the boards and organizations within the church, and care being exercised to include the younger and more progressive members of the church. No building council ever should consist solely of the "official board."

A church with which the authors have had dealings, recently, selected the fifteen members of its building council as follows: Two from the official board; two from the trustees; two from the church school; two from the women's aid society; two from the women's missionary society; one from the men's club; one from the young people's society; one from the Boy Scouts; one from the Girl Scouts; and one from the congregation at large.

The *second step* to be taken in building procedure is for this building council to hold an early meeting, and to organize, by electing a chairman and secretary, and to divide itself into a *building committee*, a *finance committee* and a *publicity committee*, with five members on each committee, and the pastor as *ex officio* member of each. The chairman of the council and the three committee chairmen, with the pastor, may constitute the executive committee of the building council.

The *third step* is for the council to instruct the *building committee* to act first as a *preliminary committee on investigation*, and to report back to the building council.

The preliminary work of this committee will be two-fold, namely, to prepare a program, and then to have developed tentative sketch plans for the housing of this program. Nothing else needs to be considered until these two things are done. Until a program is prepared and plans are developed, it is worse than useless to talk about how the building ought

to look, or what it will cost, or of what materials it will be constructed.

This two-fold preliminary task is one that cannot be intelligently performed by the committee alone, or by any average practicing architect alone, however efficient he may be as an architect. Architects do not consider that it is part of their work, usually, to build programs for organizations, but only to see that they get what they want in the way of building facilities, after it is determined just what is wanted.

SECURING EXPERT ASSISTANCE

The very first thing, therefore, for this committee to undertake is the employment of an expert adviser or advisers. There are two classes of specialists today who have made a thorough-going study of the whole church-building situation, who are familiar with the more recent educational theory and practice, who have had wide experience in planning church buildings that include adequate educational and recreational facilities, and who are competent, therefore, to render expert service to church committees that desire to build wisely, in the light of the best experience.

On the one hand, there are *specialists in religious education*, some of them connected with educational institutions and others working independently. On the other hand, there are *specialists in church architecture* who are officially connected with bureaus, or departments, of architecture, established during the last few years by various denominational boards, in order to render a church-building, specialized service to their constituencies. These departments are performing a service that is essentially educational, as well as

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professional, and their activities have met with grateful acceptance by the churches. Through the efforts of these agencies, many millions of dollars already have been wisely expended by churches in erecting worthy church structures, with modern educational and recreational facilities as well as suitable church auditoriums.

The committee, therefore, will do well to engage the services of an educational adviser and also to consult its church department of architecture. Both will serve both the church and the executive architect.

An educational adviser saved a church twenty thousand dollars, and at the same time helped it to secure a far better building than it would have been able to secure without his assistance. Another saved a church one hundred thousand dollars, after three different sets of plans had been developed, and with a resulting building that delighted everybody concerned. In another case, the adviser was able to reconcile the conflicting opinions that existed in the committee, to help the committee and then the whole church to agree quickly on a satisfactory solution of their building problem, and to inspire them to build a hundred and twenty thousand dollar structure, in the face of the fact that they had already decided that sixty thousand dollars was their limit. Again, this adviser was able to show the members of a committee, in another smaller church, how they could secure better provisions for their needs than those which had been planned and at a cost of four thousand dollars less.

Out of his wider experience, the educational adviser is able to assist the church in providing adequate facilities for its educational and recreational programs without in any way neglecting worthy provisions for its worship program.

ARCHITECTURAL BUREAUS

A representative of a bureau of architecture was called into consultation by a building committee, and, in their first conference, made a suggestion regarding the moving and utilizing of a public-school building which they were then using that saved the church twenty thousand dollars. On another occasion, this adviser was able to convince the building committee that their present inside lot was not well located, and that it was too small on which to build adequately and economically; that the auditorium which they had in mind was entirely too large for their probable needs, and that it would be too expensive in construction and up-keep; and that the educational and recreational portions of their plant were wholly inadequate as planned, and did not embody in any degree the wealth of accumulated experiences of recent years.

Another representative of a bureau of architecture found a committee the members of which seemed to be possessed of very decided opinions of what was needed in the way of a church building, but who seemed to be unable to produce facts to substantiate their opinions. They became somewhat impatient under his persistent questionings; but he persisted in getting at the facts; and, later, they were very grateful to him. Soon after he began to question them, they began to sense the seriousness of their task and to realize some of the difficulties in the situation.

He insisted on knowing the size of the actual membership of the church, with the average attendance at preaching services, and the percentage of membership increase during the last five years; the enrolment of the Sunday school and the actual average attendance by departments for a year,

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with an intelligent estimate of the probable growth to be provided for; the size of the population of the community within a radius of one mile, with estimation of growth in recent years and the probabilities of growth in the future; the character of the population in the locality of the present building; what other churches were in the same community, and what groups they were serving and how; what near-by public institutions there were in the neighborhood ministering to community welfare; an outline of the church's proposed work; choir accommodations desired; the character and size and location and value of present buildings, with data as to lot measurements and values; information with regard to near-by buildings; and other pertinent facts.

Soon the committee got down to business, and, with the assistance of the adviser, was able to prepare a program intelligently, and then the planning could begin. The adviser was then able to develop and present illustrative, tentative sketch-plans, showing how the desired program might function, how the capacity requirements for each activity might be obtained, and how all portions of the proposed structure might be properly coordinated.

Thus do these educational and architectural advisers assist the church in solving, in a distinctive, adequate way, its building problem; and then they go farther and assist the building committee in educating the building council, and, later, the whole church, into an acceptance and an appreciation of this solution. They unselfishly and consistently work for the interests of the church. They help the building committee and the architect to understand each other and to work together effectively. They interpret to each the ideals and aims of the other.

Mr. A. F. Wickes, Advisory Architect, Bureau of Archi-

ture of the Disciples of Christ, well says: "When a church once makes connection with a bureau of architecture it ought to keep in touch with this bureau until final revision of plans, and until the building is erected and furnished, if it expects to receive the full benefits of such connection. Sometimes, a church will ask a representative of the bureau to visit it, and will secure preliminary sketches from his organization, and will then turn these over to a local architect, and fail to come back to the bureau for a continuance of the specialized service which it is able to render. It is not simply that the church is cheating itself, in failing to avail itself to the fullest of the advice and service of its denominational bureau of architecture, but that it is failing to meet its larger church fellowship responsibilities in not faithfully representing the Christian ministry as taught and interpreted by its denomination, or fellowship. The planning and building of a church plant is too important and difficult for any local church or local church board to carry through alone, building what a few individuals think they need, without taking into account the vision and wisdom of its official denominational representatives."

OTHER STEPS TO TAKE

The first three steps in intelligent procedure in church building have been taken. The building committee that was appointed by the building council has secured expert assistance in preparing a program and in developing tentative plans. The *fourth step* is the report of this committee to the building council and the reaching of a council decision as to whether or not the church ought to proceed to build, or, at least, to launch a campaign for funds, in order to as-

certain whether or not it is practicable to build. Lantern slides in connection with this report, showing the plans and the appearance of the proposed building, will be found helpful.

The *fifth step* in procedure will be the presentation of the report of the building committee, with the action of the building council, to the official board or congregational meeting for official church adoption.

If the recommendations of the building council are adopted and the church decision is to launch a financial campaign, then, as the *sixth step*, the building council should be empowered to proceed accordingly.

The *seventh step* is the employment of an architect. This will be done by the building council, on the recommendation of the building committee.

The building committee should consult the special advisers with regard to architects and certainly should choose for recommendation the best available architect, preferably one who has had successful experience in connection with church-building plants of the newer type. Usually, it is not wise to choose an architect who is a member of the church that is building.

Whatever the size of the church, a reputable, competent architect should be employed, and he should be paid the standard fee, which is a reasonable compensation for the type of service which the architect renders. In fact, a competent church architect ought to receive, for drawings, specifications and supervision, at least ten per cent of the cost of the building, instead of the usual five to seven per cent. A real estate agent receives from five to ten per cent for selling a piece of property. For any church to undertake to econo-

mize on architects is "penny wise and pound foolish." A "cheap" architect can easily cost the church many times the amount which he "saves" it, through inexperience, through incompetency, or through inattention.

Any "shopping around" among architects or the asking of several competing architects to submit plans for the consideration of the committee is exceedingly bad church business. No architect should be asked to draw any plans until he has been engaged as architect for the church. When several competing plans are presented to the committee, it may be that the most "showy" one will meet with favor, though it may not be at all suited to the particular, distinctive needs of the church. If it should be decided that an architectural competition is advisable, it should be conducted in accordance with the rules and regulations of the American Institute of Architects, and each competitor should be paid a reasonable fee for his sketches.

As soon as an architect is retained by the building council, the building committee should put into his hands the program that has been prepared and the tentative plans that have been adopted by the church, and then this committee and the advisers should cooperate with him sympathetically and thoughtfully, until all concerned are satisfied as to plans and exterior treatment and building materials, and all other pertinent features, and until the building is erected. *One member of the building committee should be chosen by it to represent it in all its dealings with the architect.* If this is not done, and the architect is compelled to deal with more than one individual, there will result more or less of confusion, misunderstanding, and loss of time and money.

SUMMARY OF SUGGESTIONS

In order to carry through a building enterprise successfully, the church should create a *building council*, to be composed of a *building committee*, a *finance committee*, and a *publicity committee*, with a total membership of fifteen representative individuals, and the pastor as member ex officio. (1) *The building committee* should prepare a program and secure tentative sketch plans, through the assistance of expert advisers; should report their findings to the building council and then to the church; should recommend a competent architect to the building council; should present program and tentative sketch plans to the architect when chosen; should cooperate with the advisers and the architect in the perfecting of the plans; should recommend the letting of contracts; should inspect the construction of buildings; should supervise the installation of permanent equipment; and should submit to the finance committee all bills as they fall due. (2) *The finance committee* should make a study of successful methods of financing church-building enterprises; should prepare and secure the adoption of a financial program by the building council; should prepare subscription forms, and provide for accounting; should enlist and train canvassers; should conduct subscription campaigns; should finance building project during construction and collection; and should collect subscriptions. (3) *The publicity committee* should make known the nature and advantages of the program and the plans; should prepare and distribute a prospectus preliminary to subscription campaign; should advertise the program of the finance committee; should report, from time to time, on the progress of the financial campaign; should keep the public informed with regard to the letting of contracts and the construction of the building; should make known the plans for dedication; should, in short, exercise initiative and persistence in commending the building project to the church and community.

CHAPTER IX

FINANCING CHURCH BUILDING

MONEY can be raised for the building of a church structure more easily than for almost anything else for which the church solicits contributions. A campaign for funds for the erection of a church building appeals to self-interest, church interest, community interest, denominational interest, and religious interest. These five interests constitute a basis for appeal that will spell success for a building campaign in almost any normal community, if the campaign is properly organized and promoted.

PREPARATION FOR CAMPAIGN

Much of the success of a campaign for funds will depend on the steps of procedure, as described in the preceding chapter. If people are to give intelligently and liberally they must know what they are giving to. It is not enough to be giving simply for the building of a church structure. That is too indefinite. That may mean much or it may mean little.

Every one who is asked to contribute to a church-building enterprise ought to be able to visualize the proposed building in its exterior appearance and in its interior provisions. He should have developed within himself a vivid sense of reality with regard to the new structure, so that he can *see*

what he is giving toward. This mental picture should be made attractive to him, through a campaign of education, until he will want to have a part in transforming the picture into reality.

All this means that several months, and it may be many months, have been spent in intelligent, thorough-going preparation before ever a word is said to anybody about money. It means, in the first place, that the church appointed a building council, with a view to finding out exactly what were its actual building needs; it means, in the second place, that this council, through its building committee, employed expert educational and architectural advisers to assist it in this undertaking; it means, in the third place, that the building committee and the advisers made a survey of the situation, and prepared a program of activities around which a plan could be developed; it means, in the fourth place, that the advisers developed tentative sketch floor-plans with provisions to meet the determined needs; it means, in the fifth place, that the building committee then made full report to the council and the church, both of which voted approval; it means, in the sixth place, that the church empowered its building council to proceed accordingly; it means, in the seventh place, that the best architect available was definitely employed by the building council, on the recommendation of the building committee; it means, in the eighth place, that the building committee placed in the hands of the architect the program and the plans which they had developed; it means, in the ninth place, that the architect, in consultation with the special advisers, worked on floor-plans until all the members of the building council were satisfied that the best possible solution of the building problem had been reached; it means, in the tenth place, that the architect prepared, for

the plans committee, black and white floor-plans in simple outline and a perspective showing how the church building would appear when completed; it means, in the eleventh place, that the publicity committee had printed and distributed an attractive bulletin, or prospectus, with pictures of floor-plans and perspective, and with interesting description of the various facilities contemplated in the new church structure; it means, in the twelfth place, that the publicity committee has promoted newspaper and other kinds of helpful advertising; it means, in the thirteenth place, that the finance committee has held a number of committee meetings, has been studying methods of raising money, has been enlisting and training canvassers, and has developed a plan, or program, for raising money; it means, in the fourteenth place, that the financial program that was recommended by the finance committee has been approved by the building council as a whole; it means, in the fifteenth place, that the finance committee has had subscription forms printed, has prepared a classified list of prospects, has arranged for methods of accounting, and is now ready to conduct the subscription campaign.

THE FINANCIAL PROGRAM

The financial program recommended by the finance committee and adopted by the building council as a whole may include any one of the following plans:

(1) *Three-year subscription plan.* Blanks are prepared calling for subscriptions covering a period of three years, to be paid in annual, semi-annual, quarterly, monthly, or weekly payments, as the subscriber may indicate. This plan is particularly desirable for a church whose constituency

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consists chiefly of people of comparatively small means. A man might give a dollar a week for three years, or a total of \$156.00, toward a building enterprise who could not give a total of \$25.00 in cash. If five individuals give \$5.00 a week each, for three years, a total of \$3,900.00; and ten give \$2.50 each, a total of \$3,900.00; and twenty give \$2.00 each, a total of \$6,240.00; and forty give \$1.00 each, a total of \$6,240.00; and eighty give fifty cents each, a total of \$6,240.00; and one hundred and sixty give twenty-five cents each, a total of \$6,240.00; then the total amount given by 315 people in three years is \$32,760.00. Thus a small church in a poor community could raise a sufficient amount of money to provide for its building needs. A larger church or a wealthier one could raise, with this plan, correspondingly larger amounts.

(2) *Cash and notes plan.* A careful estimate is made in advance of the number who may be expected to give \$10,000.00 each, the number who may give \$5,000.00 each, the number who may give \$1,000.00 each, the number who may give \$500.00 each, the number who may give \$100.00 each, and so on; and then each of these individuals is asked to give the amount designated, either in cash or in a note payable at some future date. The notes may be discounted at the bank, and the money used.

(3) *Bonded property plan.* First and second mortgage bonds are issued on the church property, the second mortgage bonds being sold to the members and friends of the church, and the first mortgage bonds being used as collateral at the banks from which money is borrowed. The bonds are issued by a trust company, acting as trustee for the church; and they are "on or before 12 years" bonds, bearing six per cent interest semi-annually, and bearing coupons. Bonds

are retired by subscriptions to building fund, covering a term of years, the total subscriptions being large enough to take care of interest payments and to liquidate the bonds before they run out.

(4) *Designated gifts plan.* In a church in whose membership there is considerable wealth, the plan of asking certain individuals to pay for designated portions of the church structure has met with success. In one church, two members gave \$100,000.00 for the church auditorium, a third gave \$25,000.00 for the organ, a fourth gave \$10,000.00 for the primary unit of the school building, a fifth gave \$10,000.00 for the junior unit of the school building, a sixth gave \$10,000.00 for the heating plant, a seventh gave \$5,000.00 for the kitchen, an eighth gave \$3,000.00 for the pastor's study, and so on, until the whole amount of \$350,000.00 was secured. A variation of this plan, even where comparatively small amounts are to be raised, is to ask the various organizations in the church to assume responsibility for paying for designated parts of the building.

(5) *Building and loan plan.* Circles of eleven members each are organized to take out and carry building and loan stock as an investment for the church. Ten members in each circle pay monthly assessments, while the eleventh member, for his part, collects and makes payment for the stock.

(6) *Free-will offerings plan.* Once a month, the members and friends of the church are asked to "come forward," at the Sunday morning preaching service and lay their offerings for a new church building, in silver, gold, paper money, and checks, upon the table in front of the pulpit.

(7) *Public subscription plan.* Where the amount to be raised is not large, it may be secured in a public meeting. In some cases a blackboard is used. This is marked off into

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squares, each square representing a definite designated amount, as \$25.00 or \$50.00 or \$100.00, and individuals are asked to "take" one or more squares. If the total amount is not raised in one meeting, subscriptions may be opened again at a later meeting.

TRAINING THE CANVASSERS

The financial program sponsored by the finance committee will not only include the presentation of a plan that seems best calculated to get results in the particular community, but it will include also the enlistment and organizing and training of a company of canvassers.

These canvassers must be (1) fully informed both as to the building plans and the plan of raising money, (2) helped to become enthusiastic about the whole building enterprise, and asked to make their own pledges before soliciting others, (3) selected to work in pairs and furnished with lists of names and expected amounts, (4) supplied with suitable printed materials and pencils, (5) urged to expect to get what they go after, (6) told to work with a smile and with a cheerful, friendly manner, (7) instructed to be patient and persistent, (8) told to refuse to accept a subscription that is patently too small for the ability of the giver, and to return later to try again for the larger amount, (9) directed to report at regular, stated intervals, (10) led in prayer for success, and (11) drilled in the quiet, non-argumentative answering of anticipated objections.

Some objections which the canvassers may be called on to answer are the following:

(1) "I don't like your building plans." Show that they are the results of many conferences and of much thinking

by many people, and expert assistants; and explain the plans, giving reasons for the various facilities.

(2) "I don't believe in raising money in this way." Ask him what plan he would prefer, and why. Show that this plan is a composite of much thinking by a number of interested individuals, and that it has succeeded elsewhere. If he is sincere, and is willing to give, make an exception of him, and let him give in his own way, as far as that is practicable.

(3) "I don't believe that this money will be raised." Show him that the leaders in the church do, give reasons for this confidence, urge that it is worth trying to do, suggest that it can be done through the cooperation of all, and ask him to give, anyway.

(4) "I can't give money to build a house for the church while I am in debt." Answer that others are doing it, that any forward step in the church would be impossible if everybody took that position, that it sometimes helps a man to pay his debts to give to a worthy Christian enterprise, and that all of us are in debt to the church and to God.

(5) "I don't like the pastor." Answer that we are not building for the pastor, but for the church, and for the childhood and youth of the community; also, pastors come and go, but this church building will be a permanent community asset.

(6) "We have too many churches in the community." That is probably true. How can we remedy the situation? Not by letting our church die. What can be done about it practically? Is any other church in the community equipped to do what our church is equipping itself to do?

(7) "I shall have to think it over before I can make a subscription." Suggest that the building project has been

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under consideration, in the church and community, for some time; but leave the matter with him, if you must, and return to the attack later.

GENERAL SUGGESTIONS

A few general suggestions may be stated as follows:

(1) The church need not necessarily decide definitely to build before it launches a campaign for funds. It may vote to let contracts when a specified sum has been subscribed.

(2) Only part of the entire structure may be built now and the other portions several years later, but the whole structure should be planned from the beginning, as far as that is possible. Working drawings need not be ordered until it is seen that the financial situation justifies the church in proceeding with the enterprise.

(3) Churches need not be afraid of incurring debts. Most churches that build must carry debts. If the debt is not disproportionately large, it will be an incentive to effort and a means of grace. Some churches would be saved from dying of inanition if they had the vision and courage and faith to incur a debt in the erection of an adequate church building.

(4) The man who says, "This is not the time to build," is speaking of every time that ever was for every church, but no church that values its soul can afford to listen to him.

(5) No church should ask for assistance from any outside organization until it has demonstrated its own willingness and ability to give heroically. Nor should it make a general canvass of the people in the community until it has first canvassed thoroughly its own membership.

(6) No building can in itself attract people and make a

church strong, of course, but a church that plans wisely can function immeasurably better in a suitable church plant than in one that is inadequate.

(7) The churches of a community should cooperate in providing proper building facilities, and should seek to avoid wasteful duplication.

(8) Church buildings should be regarded as the most valuable material assets of any community, and as its best advertisements.

(9) The largest gifts sometimes may be obtained quietly, by members of the finance committee, before the beginning of the organized canvass.

(10) The campaign for funds may be launched, in some cases, at a supper, or at a Sunday morning service, with announcement of some large contribution, for the sake of its suggestive value and its inspiring effect upon the canvassers. Sometimes subscriptions are taken at this meeting. An outside speaker, as the guest of the evening, may be of material assistance.

(11) It is a part of the duty of the finance committee to finance the building project during the process of erection and the collecting of subscriptions. In some cases, it will be necessary to borrow money on note subscriptions, on security of trustees, on mortgage on the church property, from some member of the church, or in some other way.

(12) It will be a part of the duty of the publicity committee to keep the public informed with regard to the financial campaign and progress in construction. Proper publicity will be a valuable asset.

(13) In case a weak church decides to ask financial assistance from a denominational board or other outside organization, it should present a detailed statement of needs with

reasons for request, and should show exactly how it has reached the present limit of its own giving.

(14) A church should handle all gifts for church building in a most business-like way, should have all accounts audited in accordance with approved business practices, should guard against dishonesty and incompetency and extravagance in connection with its building project, and should keep its property fully insured against loss by fire.

(15) The pastor of the church may have to be the real leader in any building enterprise, though he may not assume the nominal leadership. It is seldom that he should be the chairman of the building council, but he should be a member *ex officio*, and, in exceptional cases, he may serve on one or more of the sub-committees. Usually, he will work with the building committee. He may or may not solicit subscriptions personally, depending on the church and the pastor. In any case, he ought to be the chief factor in the whole building enterprise, making his leadership effective through sermons, through conferences, through personal interviews, and through talks with God.

SUMMARY OF SUGGESTIONS

1. The success of a financial campaign in the interests of a church-building project will depend on the nature and thoroughness of the preparation that has preceded its launching.

2. Before launching a financial campaign, it is necessary to secure expert educational and architectural assistance in determining a program and in developing plans.

3. The church's program and the proposed plans for the housing of this program should be clearly understood and fully appreciated by all who are asked to contribute to the building project.

4. If the financial plan adopted involves personal solicitation,

then a corps of canvassers, to work in pairs, must be enlisted and trained for the work, each canvasser making his pledge before soliciting others.

5. Canvassers need to be informed, enthusiastic, equipped, confident, cheerful, patient, courageous, prayerful, and skillful.

6. Canvassers should be drilled in the quiet, non-argumentative answering of anticipated objections.

7. The new church structure may be erected in sections, or units, according to financial ability and various other conditions.

8. A church should be on its guard against over-building and getting into debt too deeply, but at the same time it should not be foolishly afraid to incur a debt of reasonable size, lest it miss an incitive means of grace.

9. No church should ask any outside organization for assistance until it has demonstrated its own willingness to give heroically.

10. The pastor usually will need to assume the quiet, determined leadership of the whole building enterprise, if it is to attain the largest success.

CHAPTER X

THIRTY-EIGHT SUGGESTIONS

AS supplementary to the discussion of the many phases of planning and building for religious education in connection with a church structure, some additional suggestions, arranged alphabetically, are presented in this chapter.

Architects. The whole matter of the selection of an architect has had consideration in Chapter VIII. The following from Rev. Elbert M. Conover, of the Bureau of Architecture of the Methodist Episcopal Church, may be added: "Let the architect be a man of education, a man whose integrity is beyond question, and a man who shows by his environment and his manner of living that he is truly in sympathy with the ideals for which the church exists. No more absurd method of selecting an architect can be imagined than that of asking several architects to submit sketches with a view to selecting as architect that man whose sketch is most pleasing to the committee. The cleverest architect who can most nearly guess what is in the committee's mind, and who is most willing to play upon their prejudices and preconceptions, will always win in such a competition; and the thoughtful, able architect who will strive by patient effort to understand his problem and solve it, not superficially, but thoroughly, is invariably at a great disadvantage."

Architecture. The whole church structure should be

churchly, unmistakably indicating its intended uses, both externally and internally. It should be characterized by dignity and beauty. Even an inexpensive building may be made substantial by a proper choice of materials, artistic



MAIN AUDITORIUM, FIRST CHURCH, CHESTNUT HILL, MASS.

by a right proportion of lines and masses, and suggestive of its religious uses by a form of structure which does not have to be labeled. Professor Joseph Hudnut, School of Architecture, Columbia University, says: "To me the architect, no less than the preacher, is a minister—and as badly needed in our religion. Like music and oratory, his art is addressed to the heart no less than to the senses; and I think that the

religious leaders of this country, and in particular the leaders of the Protestant churches, are much to blame because they have failed to appreciate the true intentions and the true value of the artist, to recognize him, not as an adversary, nor yet as a servant, but as a co-worker and friend."

Auditorium. The church auditorium should seat an audience in comfort and suitably for seeing and hearing the speaker and the choir; and it should be pleasing in its proportions, its finish, its decorations, and its furnishings. The consensus of intelligent opinion favors a room that is oblong in form, about one-third longer than wide, with the pulpit at one end, so that the maximum number of the auditors may be as nearly in front of the speaker as possible, and in order that they may have developed in them a sense of controlled symmetry, of simple dignity, of enduring solidity, and of refreshing serenity, while, at the same time, they are least conscious of their surroundings, and can most easily and unreservedly enter into the spirit and power of the sermon and the worship. Neither the semi-circular nor octagonal form of room is to be recommended. The placing of the pulpit on the long side of an oblong room or in the corner of a square room is decidedly inadvisable. In an auditorium that seats as many as eight hundred on the main floor, there may be galleries, or balconies, on three sides, with stairways connecting the side galleries with the floor at the foot of the pulpit. In a smaller auditorium, there may be a gallery across the rear end. The laws of acoustics are now known, and perfect acoustics in an auditorium can be assured before construction. See Chapter VI.

Basements. Basements in church plants are not to be recommended, except for boiler rooms, coal pits, and ventilating apparatus. If the fellowship hall is a basement room, the

depth below grade should not exceed three feet. Concrete floors in a basement fellowship hall are not advisable. In a building with a basement to be used as a play-room or drill-room, safety against bodily injury and hygiene re-



STEWARDS' ROOM, WASHINGTON M. E. CHURCH, PETERSBURG, VA.

quire that it should not have a cement floor. Falling on such a surface is dangerous; and the cement wearing off while the children are playing or marching, fills the air with a heavy dust that is especially deleterious. The floor should be of asphalt or some hard wood. Foundation walls and floors inclosing such a basement should be water-proofed. Where there is no excavation below the first floor of a building, pro-

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vision should be made for thorough and constant ventilation beneath.

Beginners. The beginners need from one to seven rooms, according to the size of the department. If there are more than twenty-five children, there should be at least two rooms, since more than that number cannot be handled to advantage in a single group. Some workers want three rooms for twenty-five children, the largest room being used for the circle work, and the two smaller rooms being used for table work. The general requirement is that there shall be at least one room for every twenty-five children, allowing twelve to fifteen square feet of floor-space for each child. There should be no door connecting the beginners' rooms immediately with either the cradle roll room or the primary rooms; and the doors connecting the beginners' rooms with one another should be single hinged doors. All types of movable partitions and double doors should be avoided. There needs to be a juvenile toilet convenient to the beginners' rooms. The beginners' rooms should be made attractively homelike. See Chapters III and IV.

Board Room. It is of advantage to have a room that is usable for meetings of the church board and for meetings of larger committees, as well as for the sessions of an adult class. It should be finished and decorated and furnished attractively. It should have a long table, comfortable chairs, and a rug or carpet. It should have adjacent retiring room and toilet, and an outside entrance. A fireplace will be an attractive feature. In some buildings, the church office may serve as the board room.

Boiler Room. The boiler room should be built throughout of fireproof materials. The ceiling, as well as the walls and floor, should be absolutely fireproofed, with automatic

closing fireproof doors and windows. Most fires in church buildings start in the furnace room.

Business Buildings. When a church building is a part of a larger, income-producing building, the same principles of planning for the educational portions will apply as in a building that is exclusively a church building. Only, care will need to be exercised that business considerations shall not restrict the school facilities of the church and hamper its educational work. In some instances, it is possible to save the situation for the church school, in such a building, by renting its school-rooms to other schools, for part-time use.

Cabinets. It is advisable to have built-in, recessed cabinets, or closets, in the pastor's study, in the church office, in the board room, and in every assembly-room. Cabinets for books and supplies, when thus built in, of same material as the other trim, conserve floor-space and look better than when supplied independently.

Chapel. A chapel, considerably smaller than the church auditorium, for prayer-meetings, for weddings, for funerals, for adult classes and for various other uses, is highly desirable in a church building of any considerable size. This room should be characterized by simple beauty in its interior proportions and decorations. In a small building, the largest adult class room may serve as a chapel.

Club Rooms. The various departmental assembly-rooms and classrooms, in the educational portions of the church building, may serve also as club rooms for various Sunday and week-day activities; but, in some structures, it will be advisable to provide additional special rooms for such desirable activities as are not practicable in the educational rooms.

Condition of Buildings. All church structures should be kept in a condition of constant repair. It is possible that paint

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may be as profitable for church prosperity as prayer. Let us have both. Not only is it of the highest importance to the self-respect and the reputation of a church that it keep the exterior of its church structure in good condition, but it is just as necessary to keep the interior of all rooms in constant repair and in sanitary condition as it is to maintain attractiveness and sanitation in the rooms of a good home. Anything that is worth having requires constant attention and care.

Corridors. The corridors, or halls, should be straight where practicable, with outside windows, and should be so located and of such width as to assist natural ventilation and to provide ready access to stairways and easy, rapid circulation between the various portions of the building. Trim and finish and tinting of walls should be in attractive harmony with controlling color scheme. Main halls may be beautified with pictures, busts, friezes, and the like. Adequate corridors contribute materially to the attractiveness and usefulness of the building.

Cradle Roll. There should be a cradle roll room, near the beginners' rooms, but wholly separated from them, for the meetings of the cradle roll class, and to be used as a nursery during preaching services. It should be suitably finished and furnished, and should have a kitchenette and a juvenile toilet adjacent. See Chapters III and IV.

Drinking Fountains. "Bubbling fountains, the apparatus of which prevents the users from touching mouth or lips to the metal, should be provided in reasonable numbers. The standard of one fountain for each seventy-five to one hundred children should be observed in the school. Fountains are preferably wall-attached and placed at varied heights. Located in corridors of community house and school-house.

Easy of access to classrooms, play-rooms, gymnasium, playground, and to dressing rooms of stage."

Entrances. It is essential that adequate main and secondary entrances should be provided in the church structure.



CRADLE ROLL ROOM, LAFAYETTE AVENUE BAPTIST CHURCH,
BUFFALO, NEW YORK

There should be main entrances to the church auditorium, the school building, and the fellowship hall; a separate entrance also, if necessary, leading to the chapel or prayer-meeting room, the ladies' parlor, the pastor's study and church offices; a separate entrance for the little children; and an

outside entrance to the heating room. Entrances should have as few steps as possible. Inclines may be used instead of steps where possible. All entrances should be free from outside obstructions. Doors should open outward, and should be provided with panic bolts, checks, and foot-stops. A porte cochère, or covered driveway, for automobiles, at an entrance, is a desirable feature.

Exits. In addition to the entrances, all of which may be used as exits, of course, each inclosed fireproof stairway should have its separate exit, with doors opening outward. Fire escapes should be provided as needed and as required by law.

Floors. All floors should be so constructed as to be sound-proof and cold-proof. For finish flooring, oak is the most durable, and the most pleasing in appearance, since it adapts itself to almost any color scheme. Maple is satisfactory, and usually less expensive than oak. Douglas fir (Oregon pine) in the West and yellow pine in the East and South are used extensively. Edge-grain yellow pine is an ideal classroom floor. Wooden floors should not be scrubbed, as the water causes them to swell and shrink. Unless carpeted the floors should be oiled with a good grade of floor oil, in order to preserve the finish of the surface and to keep the dust from rising. There are some who recommend that the floors in the school building be of cement or concrete, covered with a lining on which is laid battleship linoleum or carpet; but such floors are expensive. All floors in the educational portions of the church building should be carpeted, and kept in sanitary condition through the use of a vacuum cleaner.

Foundations. Foundations should go below frost line and deep enough to secure firm support for the walls, piers, or tower, in order to prevent settling. They should be preferably of concrete, reinforced where necessary, or of other masonry



FOYER, FIRST M. E. CHURCH, SOUTH, CHARLOTTESVILLE, VA.

with footing of proper spread. Foundations inclosing basement should be made water-proof and damp-proof.

Foyer. The foyer, or narthex, or vestibule, should be located at the main entrance, and should be large enough to permit exchange of greetings on the way in and out from meetings, and the distribution of the people to different parts of the building without confusion. The foyer should be equipped with door-mats, umbrella-racks, and, in some cases, with check-rooms for outer wraps. See Chapter VI.

Juniors. The smallest junior department needs to have a room wholly separated from all other rooms. A department with more than fifteen pupils will need at least two rooms. For other sizes, as follows: Thirty pupils, assembly-room and three classrooms; sixty pupils, assembly-room and six classrooms; hundred and twenty pupils, assembly-room and twelve classrooms; larger departments, in proportion. See Chapters III and IV.

Kitchenettes. In addition to the main kitchen, it is advisable, in a building of considerable size, to provide kitchenettes in connection with the ladies' parlor and some of the school assembly-rooms, equipping each with a two-burner gas plate, sink with hot and cold water, stool, cabinet for dishes, cutlery, dishes, and cooking utensils.

Leadership Training Room. For the use of a training class, for the training of the future teachers and superintendents of the school of the church, and of the other leaders, there should be a room located near the senior and the young people's assembly-rooms, and large enough to admit of the holding of teaching demonstrations with classes called in from the various departments of the school.

Library. There should be at least one library room in every church building, with space for a wide and wise selec-

tion of books for both the workers and the pupils, and also for maps, curios, mission materials, costumes for dramatizations, and the like. Sometimes a geography and map-making room is advisable. In a larger plant, it may be advisable also to have a reading room, provided it be constantly and properly supervised.

Offices. In every church building, there will need to be one or more offices. The church office or offices should accommodate the pastor; the church secretary; the general secretary of the church school; the director of religious education, or general superintendent; and any other church workers that need such provision. It is imperative that the church of today, with its enlarged program, shall have adequate administrative rooms.

Organ. In planning the church auditorium, suitable, ample space should be provided for the organ. Preferably an organ should not be placed immediately over a baptistry, or directly over any heating apparatus, or on a floor not ventilated beneath. Organ pipes in part or in whole may be kept out of sight.

Parking Spaces. It is always advisable, where at all possible, to provide adequate spaces in connection with the church building, for the parking of automobiles.

Partitions. Partitions between rooms in the church-school building should be of permanent construction, plastered and sound-proof. Any partitions that lift, roll, fold, or slide are wholly undesirable, because they provide only partial separation; they are unsightly and interfere with attractive room-furnishings and wall-decorations; they are more expensive than plastered partitions; their manipulation is difficult and sometimes impossible; their moving is detrimental to order and reverence; their benefits are imaginary; and

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they are unnecessary when the church building is properly planned.

Pastor's Study. In most churches, there should be a pastor's study, though some pastors prefer to study at home. The pastor's study should be separated from the business



PASTOR'S STUDY AND BOARD ROOM

office of the church. Its requisites are quiet, seclusion, and cheerful comfort. It should be furnished attractively, and equipped with comfortable chairs, desk, book-cases, built-in cabinets, coat-room, and with toilet and lavatory.

Placement. Buildings should be so placed on the church lot as to secure the best lighting, the maximum of aesthetic results, the greatest possible utilization of grounds, and with a view to future additions.

Primary Department. The smallest primary department needs to have a room wholly separated from all other rooms.

A department with more than fifteen pupils will need at least two rooms. For other sizes, as follows: Thirty pupils, assembly-room and three classrooms; sixty pupils, assembly-room and six classrooms; hundred and twenty pupils, assembly-room and twelve classrooms; larger departments, in proportion. See Chapters III and IV.

Remodeling. So far as provision for religious education is involved in any remodeling, the principles already discussed will apply. In tearing down and rebuilding a part of an old building, particularly if it is of solid stone construction, the expense involved is rarely warranted by the results. Usually the best remodeling is accomplished through the erection of a new unit. This unit may consist of a wing at one end of the auditorium. In such new units, all movable partitions should be avoided. Occasionally, an "Akron plan" Sunday-school room with part-rooms around it, may be remodeled to advantage. If the ceiling is twenty-two or more, feet high, a second floor may be built in, by extending the gallery floors, with division into assembly-rooms and classrooms, with permanent partitions and single hinged doors. Occasionally, an auditorium that is too large for regular use may be subdivided, by means of permanent partitions, and some school-rooms be thus secured. Rarely, as a last resort, a basement room may be subdivided into school-rooms.

Rooms. The school of the church needs rooms, and *not a room*, which it has already in the church auditorium. Rooms needed are as follows: For very small school, at least nine rooms; for school of about three hundred, at least twenty rooms; for school of about six hundred, at least forty rooms; for school of about twelve hundred, at least seventy-five rooms; and for a school of two thousand or more, at least one hundred rooms. All school-rooms should be of permanent-

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partition, single hinged-door construction, and should be suitably and attractively furnished. See Chapters III and IV.



A CONNECTICUT RURAL CHURCH

Site. A church plant should be located as nearly in the center of its constituency as is possible, in the direction of the city's growth, or toward town if in the country. It should be in the midst of attractive, healthful surroundings, away from distracting noises, and at a distance from competing

churches. It should be on a corner lot, if possible, or at the head of an intersecting street, and on an elevation. The church lot should be large enough to allow for the proper placing of buildings, and to permit of future additions to take care of growth, and, except in a downtown location, to make possible lawns with shrubbery and trees.

Small Schools. Some of the small rural and village churches have departmentalized their schools, and adopted graded lessons, and erected educational and recreational buildings. In a very small school, with an attendance of about seventy-five, the needs will be met if there is erected, in addition to the church auditorium, a two-story building, with a fellowship hall on one floor and seven or eight small school-rooms on the other. There may be a fifteen-minute general assembly in the church auditorium, with all departments present, except the cradle roll, the beginners', and the primary departments, but most of the work of the school will be done departmentally, in the smaller rooms. Such an arrangement would be infinitely better than that which prevails in so many small schools, where all meet together for a noisy, fifty-minute, ungraded, ununified period of "opening exercises," with fifteen minutes of teaching in the midst of a hubbub of voices, and then "closing exercises." See Chapters III and IV.

Stairways. The stairways in a church building should not only be of such number and character as to provide ready and quick circulation, but should be built with a view to possible panic, and should conform in every detail to the requirements of the state and city laws. They should be of fireproof construction, where possible, should vary in width with the width of the corridors, and should have hand-rails strongly constructed and firmly secured. Single steps

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are exceedingly dangerous. Even two or three incidental steps should be avoided. Ramps should take the place of steps where practicable.

Storage. In every church building, there should be provided ample storage facilities, properly distributed as to location, according to requirements. Storage closets under stairs are a fire hazard, and against the law in some localities.

Vestibules. These should be of ample size, well lighted, with water-proof floor, and with doors opening out. See Chapter VI.

SUMMARY OF SUGGESTIONS

The thirty-eight topics touched on in this chapter and the larger number treated in the preceding chapters are indicative of the multiplicity of factors that must have consideration in the planning of a modern church building, and must make it evident that there cannot be sufficient wisdom in any local church organization to solve adequately so complex and difficult a problem without the assistance of expert advisers.

The planning of a church educational building of even modest proportions requires professional study and expert, distinctive handling if the church's money is to be expended wisely and its needs met adequately. Ready-made stock plans are worse than useless, except when they are studied merely as suggestive embodiments of principles.

The progressive pastor realizes that he is a general practitioner in the cure of souls, and he does not regard it as any reflection on his abilities, or on those of his local architect, when he advises his church to employ specialists as advisers, any more than a reputable family physician does when he advises the calling in of a specialist for a patient.

A church usually can get what it wants in the way of material equipment if it knows what it wants and why it wants it, and will go after it with faith in itself, in its community, and in God; and with *genuine Christian intelligence*.

CHAPTER XI

ILLUSTRATIVE PLANS

THE floor plans of church-school buildings, with some exteriors, shown herewith, have been selected because of their illustrative value and their representative character.

Most of these buildings are already in use, and the others are in process of construction. Not all of the plans shown are to be commended in all respects, but, for the most part, they are expressive of the most expert thinking and the best experience.

It is not supposed that any plan here shown will be copied and used, since every new building problem is different from all others in some respects, and requires individual, expert study and distinctive handling.

No one of these buildings here illustrated is to be regarded as being even "typical." Each of these buildings is simply an honest, intelligent effort to solve an individual church building problem, on the basis of a study of all the factors involved and the determination of a program.

In all these educational buildings, the same principles of program making and of architectural planning have been followed. Effort has been made to provide an assembly-room for each department and a class-room for each class of permanent, plastered-partitions, and single hinged-door type of construction; and care has been exercised to provide, in each building, a fellowship hall, kitchen, administrative offices, coat-rooms, cabinets, toilets, corridors, stairways, and other facilities in such a way as to meet real school needs,

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with a proper relating of one portion of the building to the others and a harmonious, attractive unifying of the whole church structure.

These plans are illustrative of the principles of good planning for religious education, and are to be studied as such. "Stock plans" are worse than useless and are dear at any price. Churches contemplating the building of new educational structures should confer with the religious educational and church board architectural specialists.



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FIRST PRESBYTERIAN CHURCH

at

BLOOMFIELD, N. J.

On two floors of the new building, facilities are provided for 800 pupils in seven departments, exclusive of adults, which are cared for in the old parish house, not shown on these plans.

On the main floor, provision is made for 25 cradle roll pupils, about 3 years of age; for 125 beginners, about 4 and 5 years of age; for 175 primary pupils, about 6 to 8 years of age; and for 50 young people, about 18 to 23 years of age. There are provided also, on this floor, 3 classrooms for seniors; offices for pastor, secretaries, and choir; kitchen facilities; cabinets for supplies; coat-rooms; and toilets.

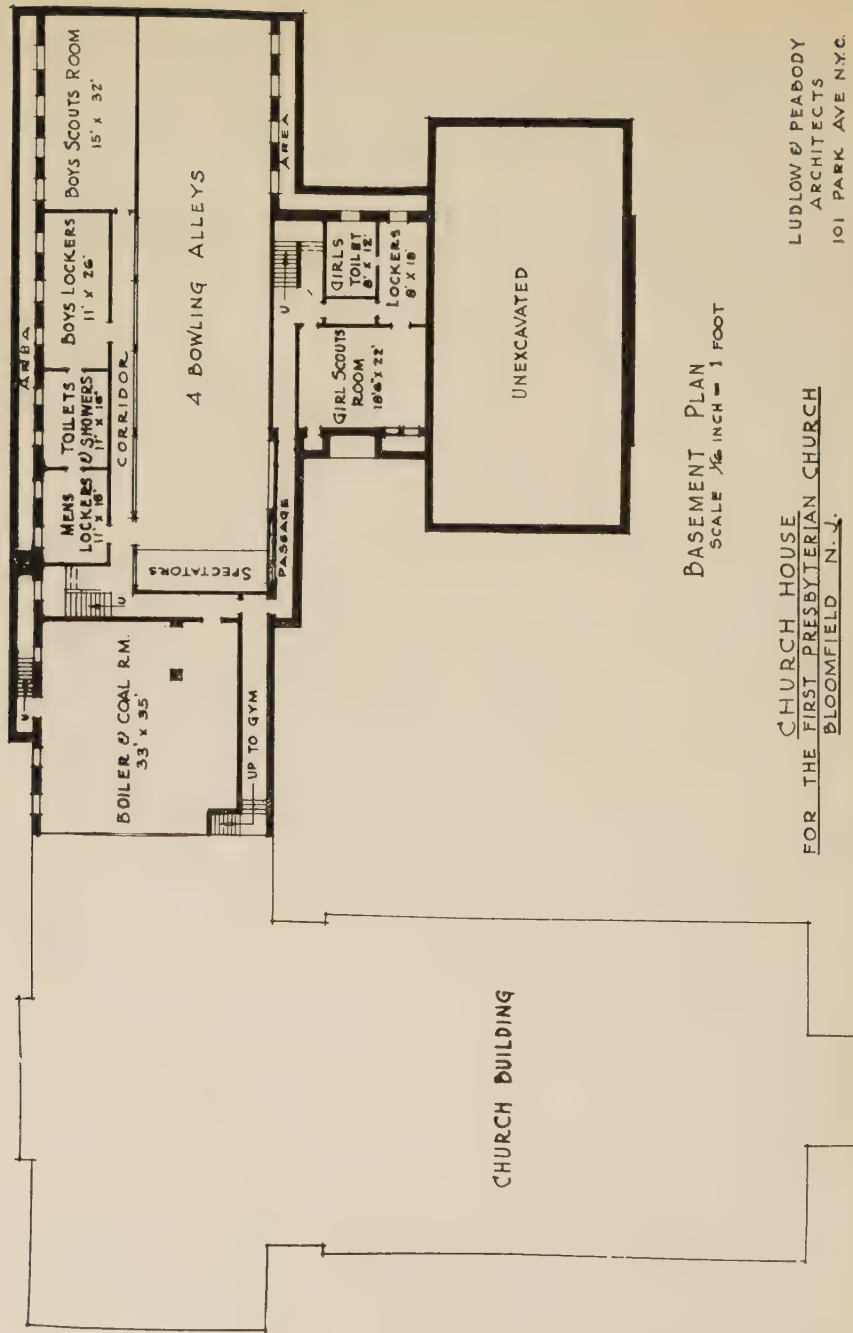
On the second floor, provision is made for 150 juniors, about 9 to 11 years of age; for 175 intermediates, about 12 to 14 years of age; and for 125 seniors, about 15 to 17 years of age. Also, there are, on this floor, cabinets, coat-rooms, toilets, and a map-room. Exceptional local conditions account for the unusual departmental proportions.

On the basement floor, provision is made for the following: Boy Scouts and Girl Scouts; bowling alley; lockers, showers, and toilets; boiler and coal.

The large room at the rear of the church auditorium now becomes the fellowship hall, instead of being used for many Sunday-school classes, as heretofore.

Note the double entrances, the direct corridors, and the provisions for outside lighting and natural ventilation. All rooms are of permanent, plastered partitions and single hinged-door construction. Consulting adviser, Henry E. Tralle; architects, Ludlow and Peabody.





BASEMENT PLAN
SCALE $\frac{1}{16}$ INCH = 1 FOOT

CHURCH HOUSE
FOR THE FIRST PRESBYTERIAN CHURCH
BLOOMFIELD N.J.

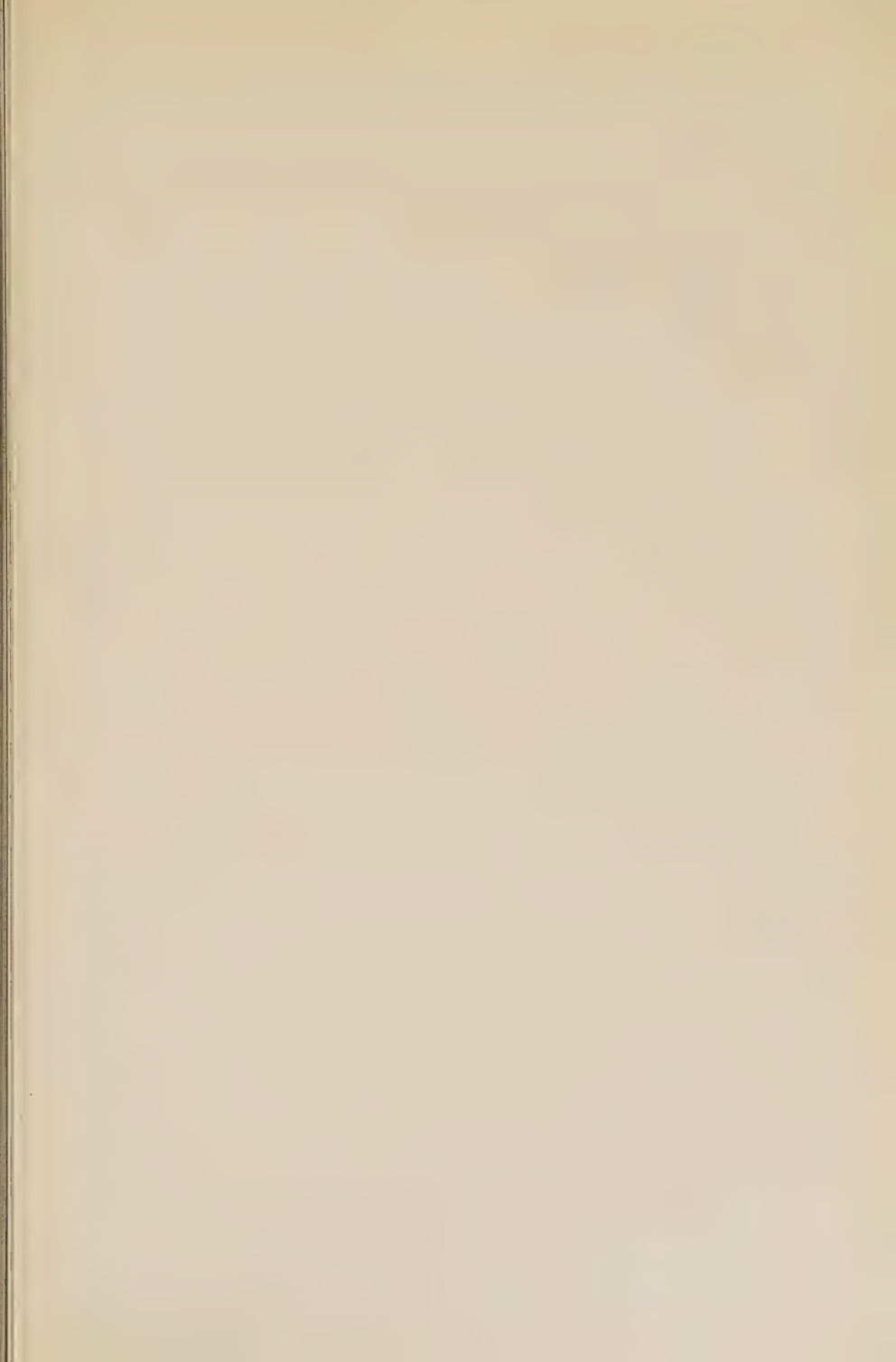
LUDLOW & PEABODY
ARCHITECTS
101 PARK AVE N.Y.C.



• SECOND FLOOR PLAN.
SCALE $\frac{1}{16}$ INCH = 1 FOOT

CHURCH HOUSE
FOR THE FIRST PRESBYTERIAN CHURCH
BLOOMFIELD N. J.

LUDLOW & PEABODY
ARCHITECTS
101 PARK AVE N.Y.C.



FIRST CONGREGATIONAL CHURCH

at

MONTCLAIR, N. J.

The view on the opposite page is from a recent photograph, and shows the old building with the new church-school building, which is a fireproof, all-stone structure in harmony with the old, the whole appearing as if it had been erected at one time.

On the first floor of the addition, there are assembly-rooms and classrooms for the beginners' and primary departments, and also a library and offices for superintendents and secretaries.

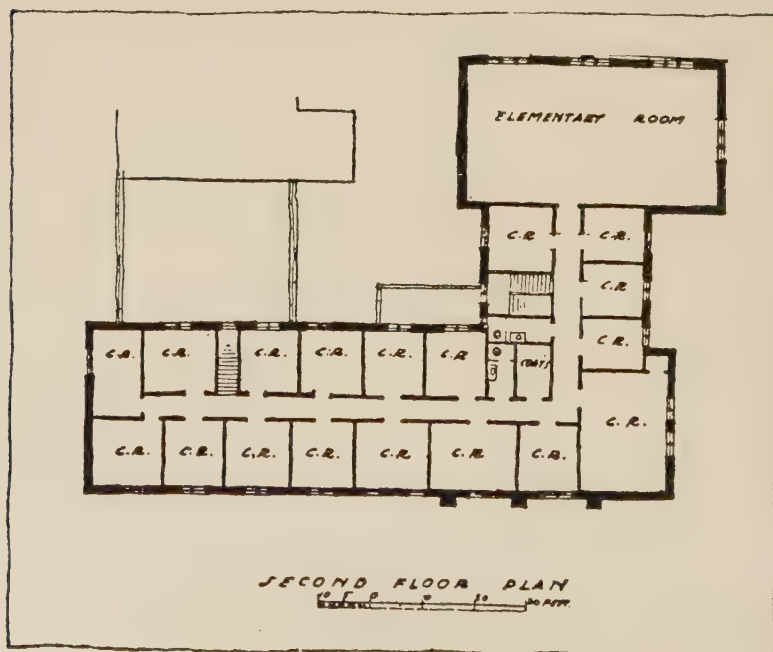
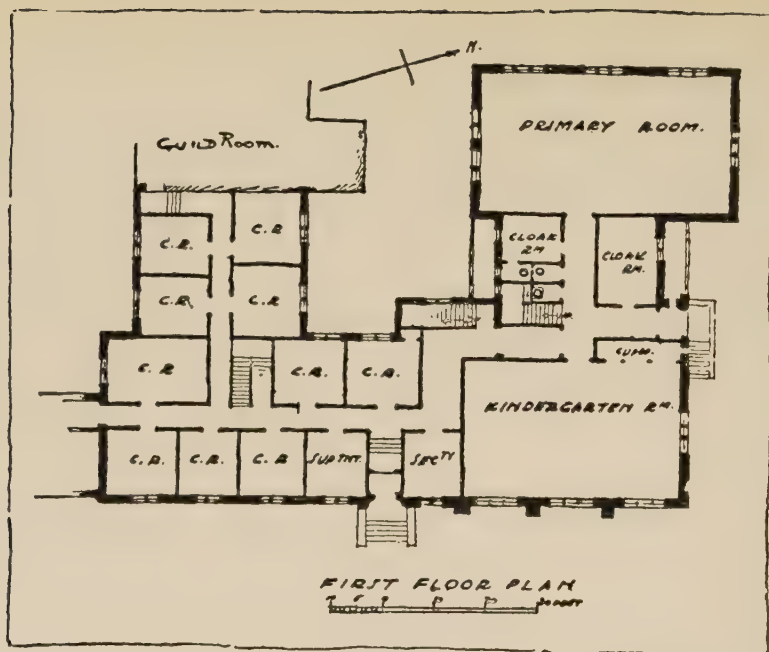
On the second floor, there is an assembly-room which seats 250 pupils, and 18 individual classrooms. On both floors, there are coat-room and lavatory provisions. On the ground floor, not shown here, there is an assembly and recreation room, seating 400, with direct connection with the dining room in the old building. Portions of the school are cared for in the old building.

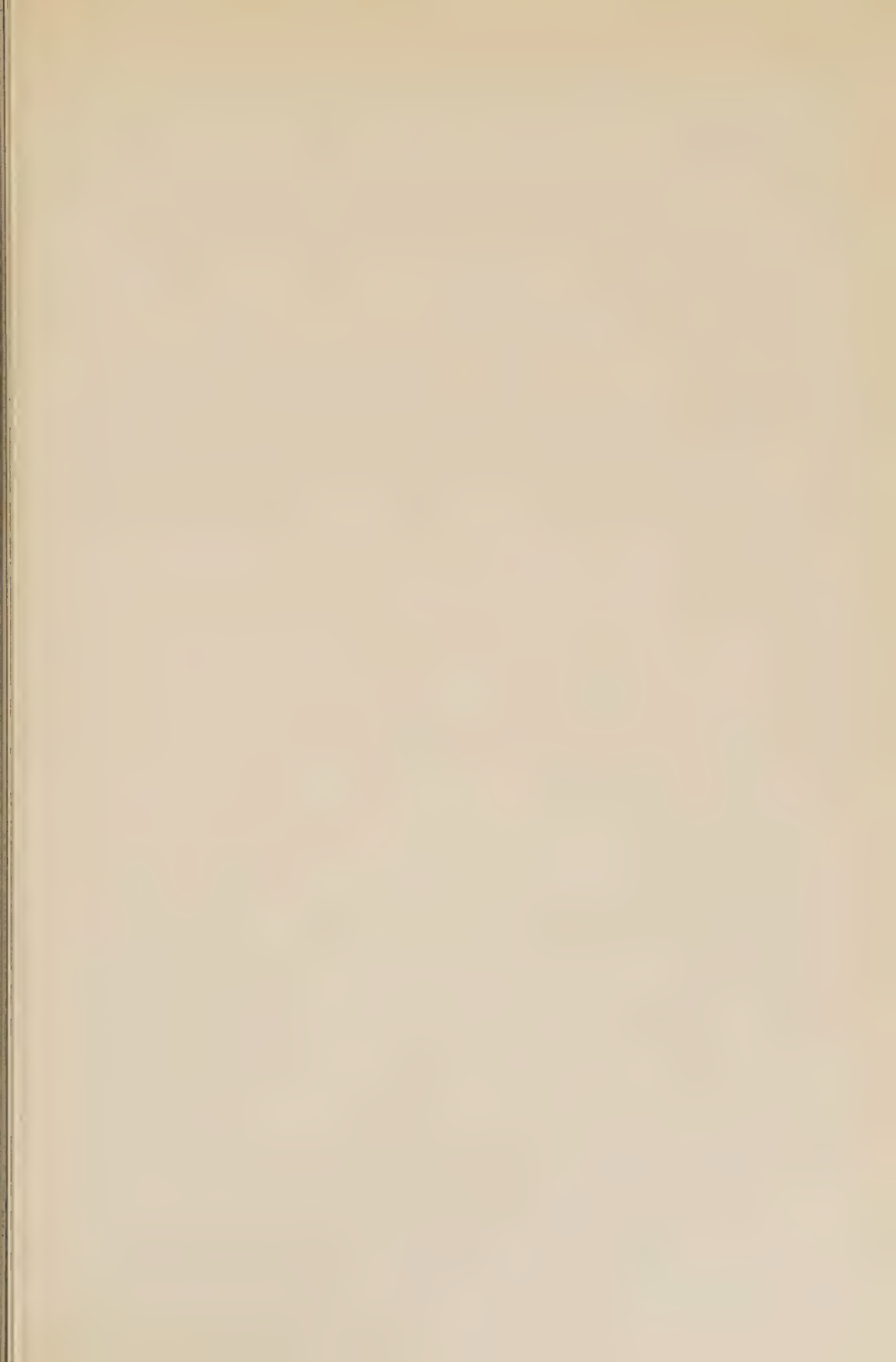
All the school-rooms are of the permanent partitions, single hinged-door type of construction, and the new educational building embodies, in its various facilities, the newer ideals.

This is one of the great churches in the East, located in a most desirable suburban community, and its expenditure of \$250,000 for additional educational facilities ought to be a wholesome incentive to other large, strong churches.

Architects, Bertram Grosvenor Goodhue Associates.







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FIRST BAPTIST CHURCH

at

RICHMOND, VA.

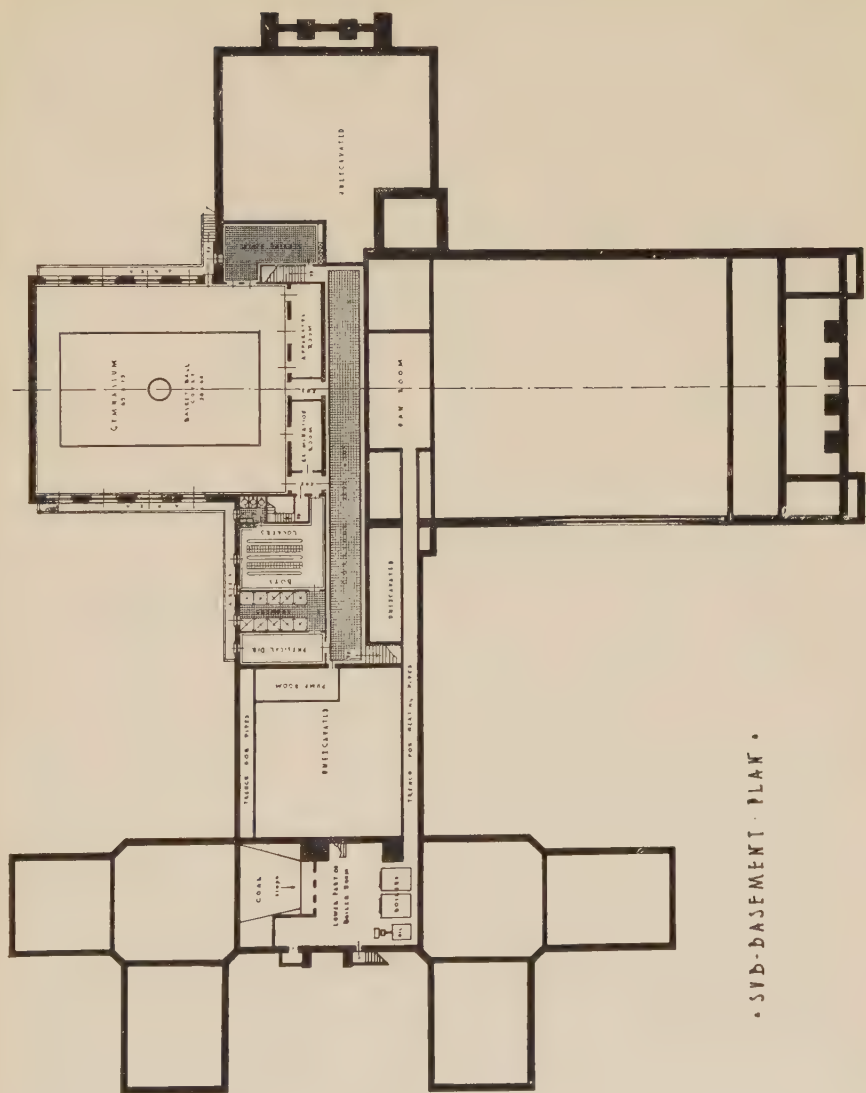
The five floor plans here shown are indicative of the vision and faith and enterprise of one of the great historic churches of the South, in covering practically a whole city block, in a high-class residential section, with a great church structure that is modern in every particular.

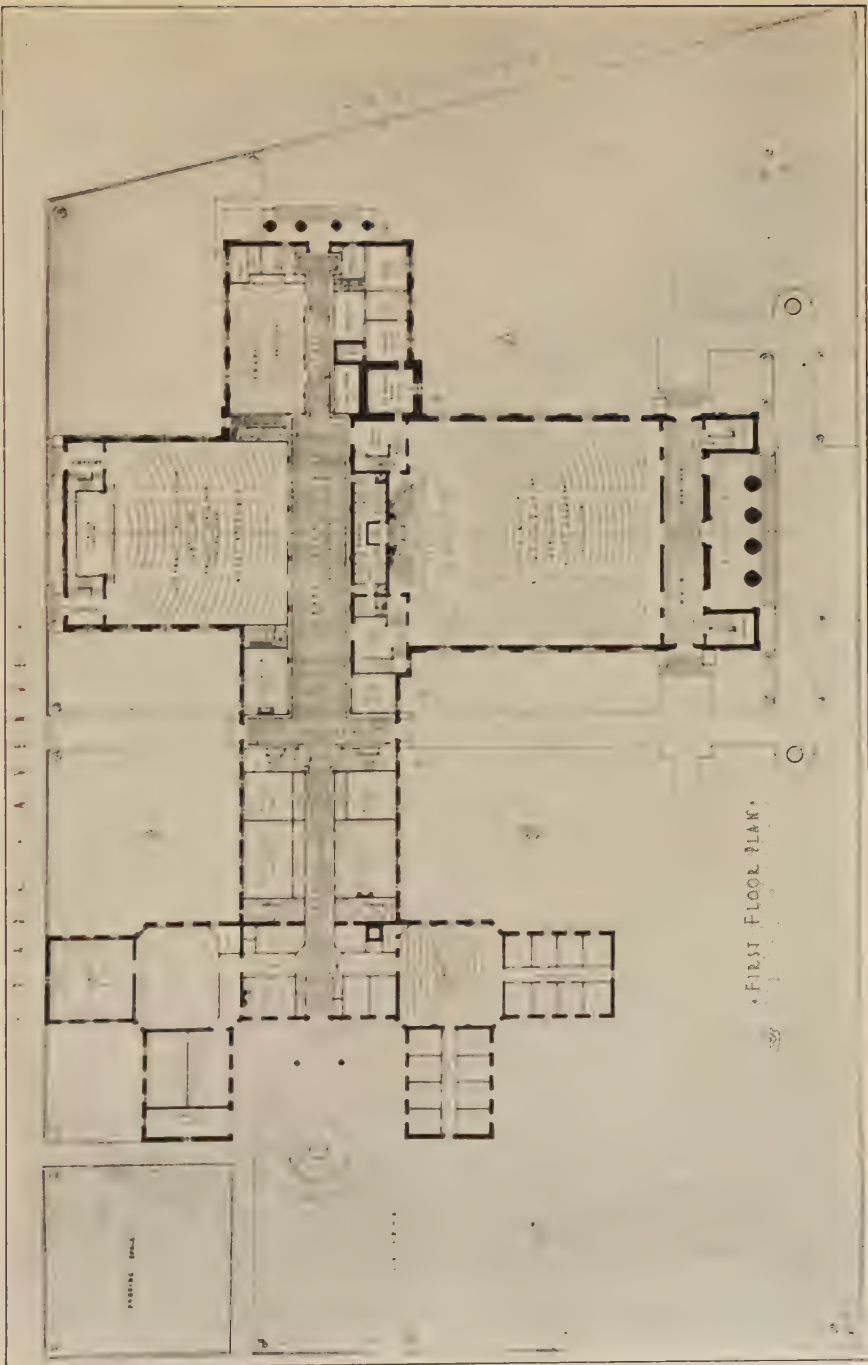
The main auditorium will seat about 2200, and the educational portions of the building will accommodate a school of about the same size.

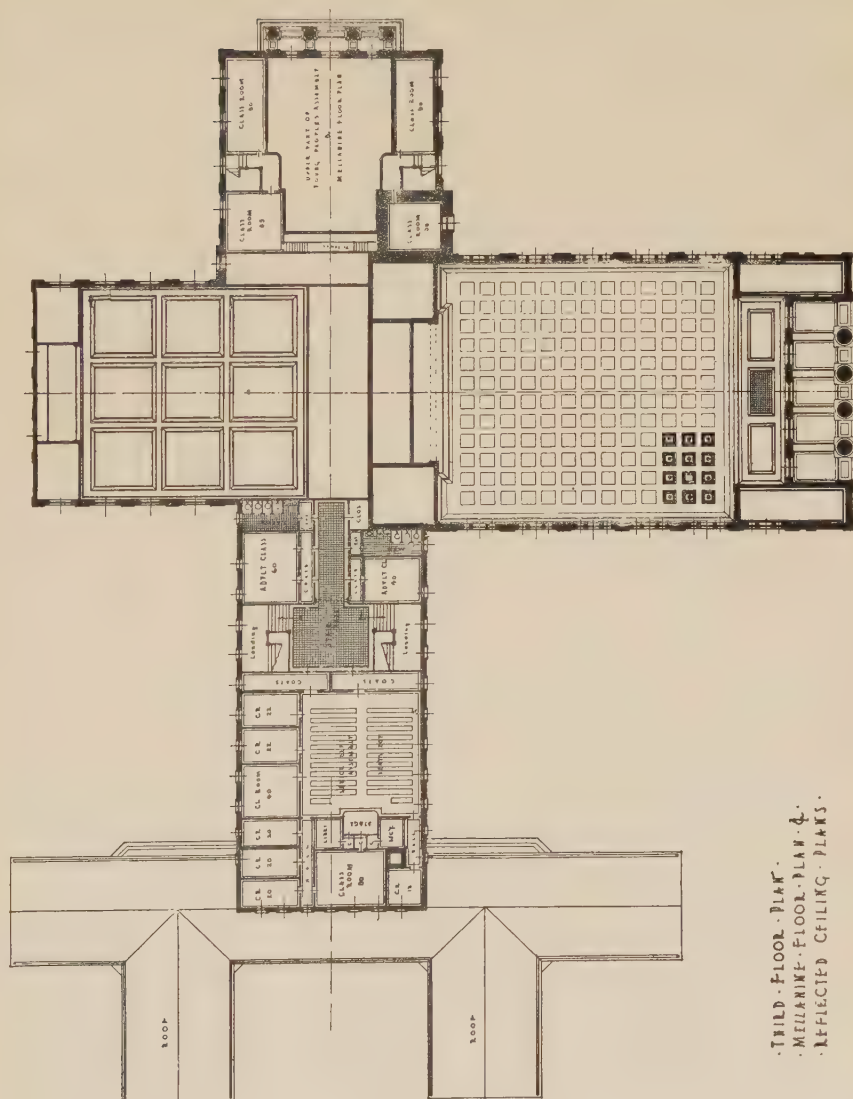
Provision is made for the seven departments of the school of the church as follows: Cradle roll, about 1, 2 and 3 yrs. of age, two rooms, for 130 children; beginners, 4 and 5 yrs., two rooms, for 130 children; primary, 6 to 8 yrs., assembly-room and 18 classrooms, for 180 pupils; junior, 9 to 11 yrs., assembly-room and 18 classrooms, for 180 pupils; intermediate, 12 to 14 yrs., assembly-room and 18 classrooms, for 180 pupils; senior, 15 to 17 yrs., assembly-room and 8 classrooms of varied sizes, for 210 pupils; young people, 18 to 25 yrs., assembly-room and 9 classrooms of varied sizes, for 320 students; adult, 26 yrs. and older, secondary auditorium, an assembly-room and 13 classrooms of varied sizes, on three floors, for about 1000 students.

In addition to main auditorium and secondary auditorium, and the departmental assembly-rooms, there is a chapel and a fellowship hall. One whole floor is devoted to recreational facilities. There are adequate administrative offices, coat-rooms, corridors, stairways, toilets, and other needed facilities.

All school-rooms are of permanent, plastered partitions and single hinged-door construction. Consulting architect, Joseph Hudnut; operating architect, H. L. Cain.







· THIRD FLOOR PLAN ·
· MEZANINE FLOOR PLAN ·
· REFLECTED CEILING PLANS ·

BROADWAY METHODIST EPISCOPAL CHURCH

at

INDIANAPOLIS, IND.

The perspective and three floor plans here shown are illustrative of how an enterprising church may, with the assistance of the denominational bureau of architecture, make a survey of the community, move to a new and better site, and construct a building that is churchly in appearance and that will house adequately a modern church program.

The church auditorium will seat approximately 1500, and the school portions of the building will care for about the same number. There is an attractive chapel, a good-sized gymnasium, and a large parish hall. There are ample administrative offices; dining and kitchen facilities; library; choir-room; club-room; and toilet provisions.

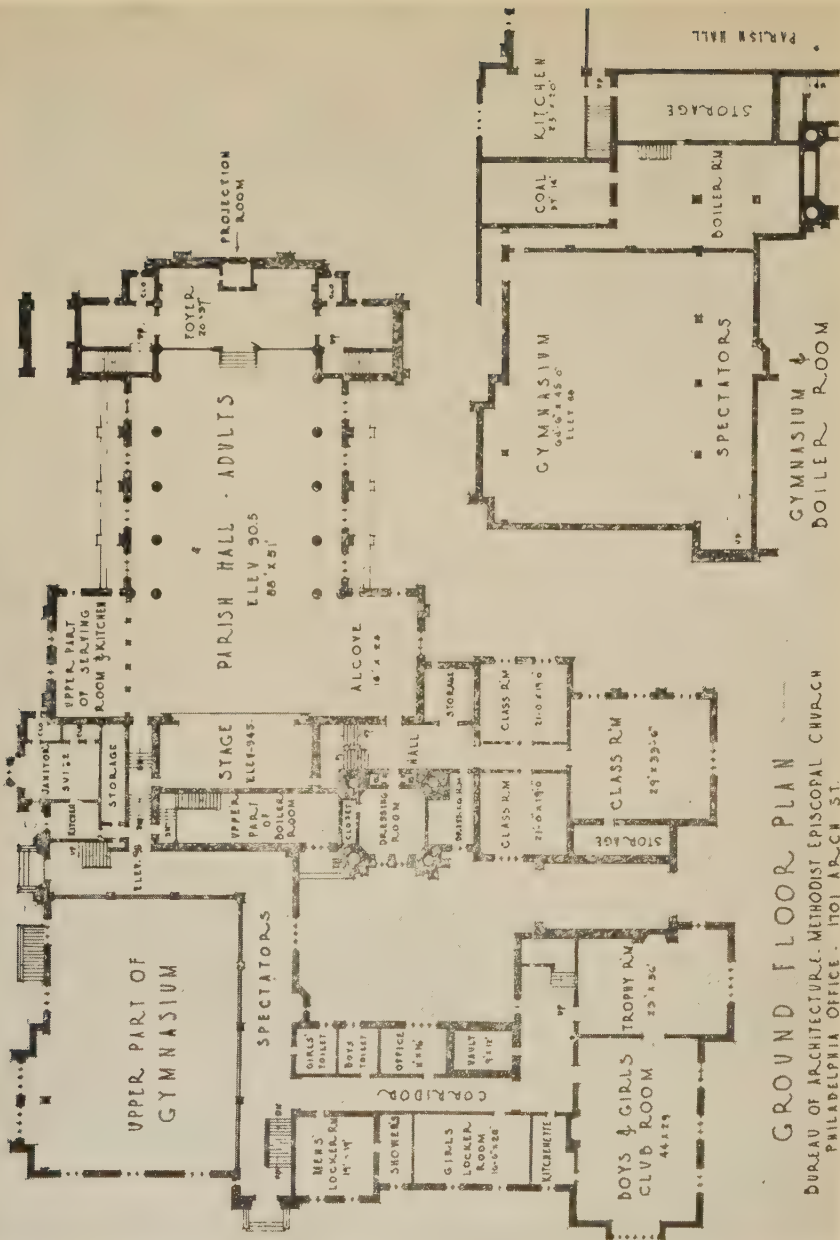
Every department of the church school has its own separate assembly-room, for a graded worship period; and every class has its own separate classroom, for uninterrupted class-work. All assembly-rooms and all classrooms are of the permanent, plastered partitions and single hinged-door type of construction advocated in this book.

All the rooms in the building are outside rooms, with good light and ventilation.

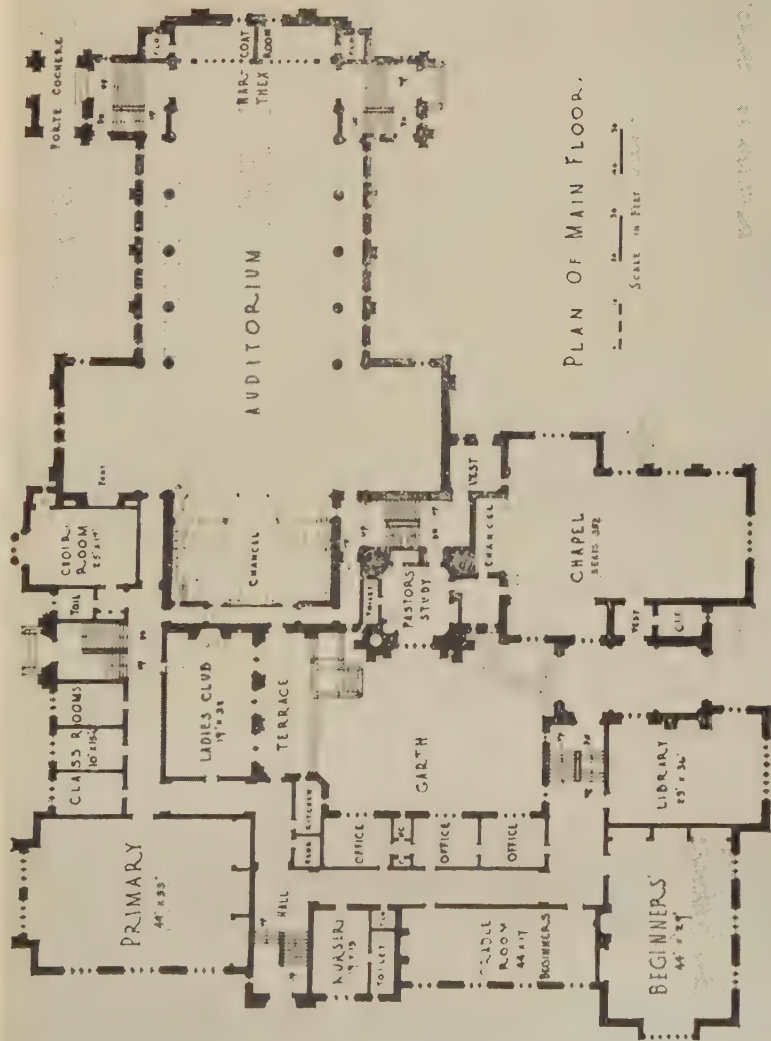
Consulting architects, Methodist Episcopal Bureau of Architecture; operating architect, Herbert Foltz.



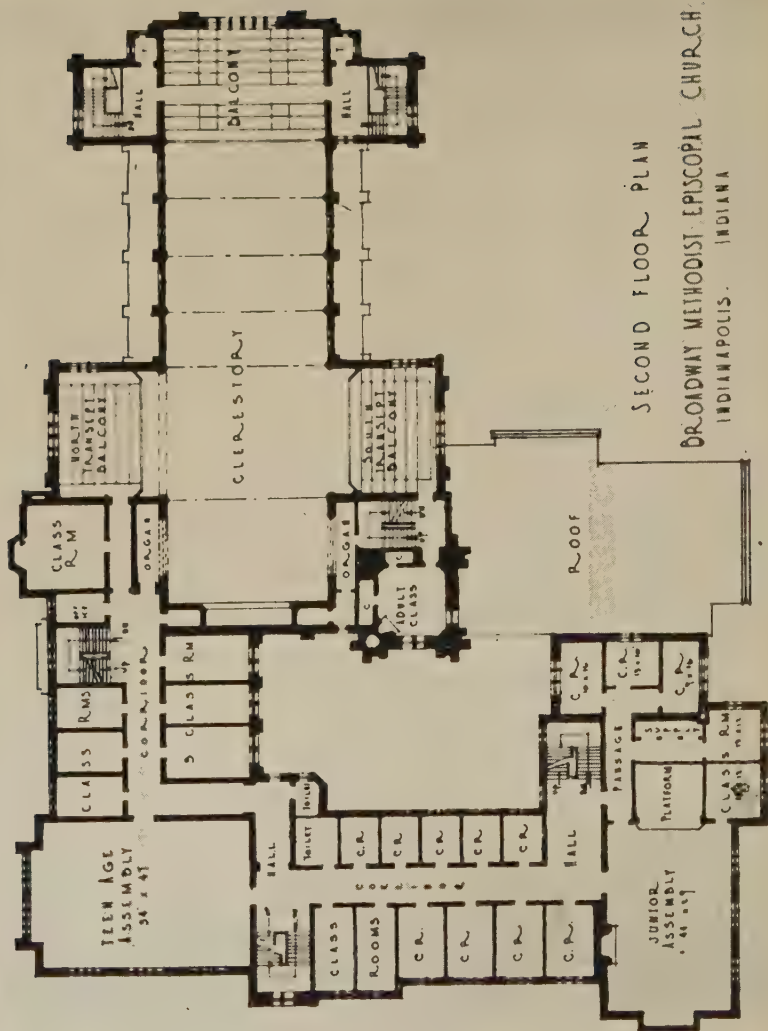
W. Stewart



GROUND FLOOR PLAN
BUREAU OF ARCHITECTURE, METHODIST EPISCOPAL CHURCH
PHILADELPHIA OFFICE, 1701 ARCH ST.

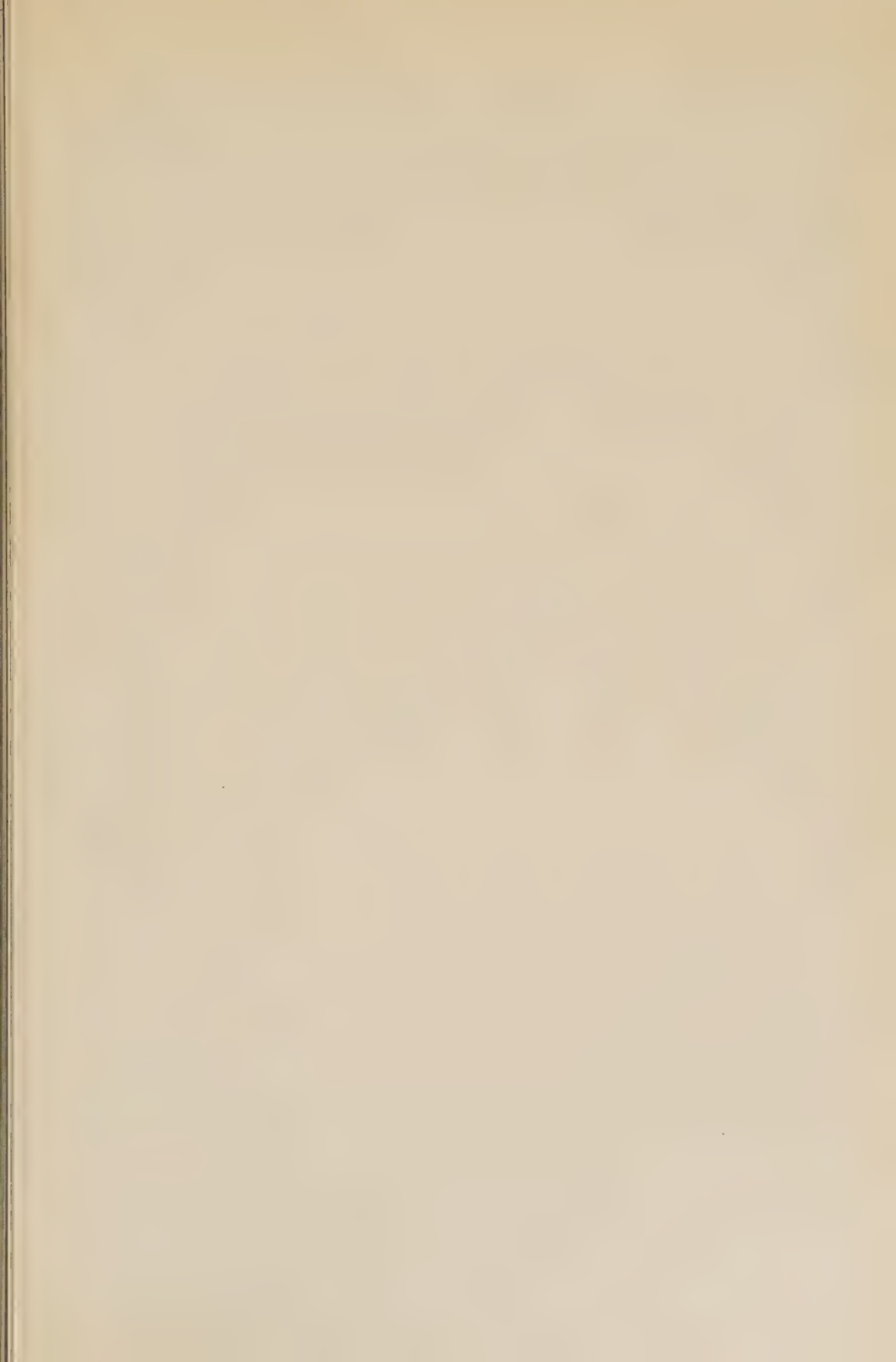


PEW SITTINGS & WARE	762
N. TRANSEPT	11
BALCONY	100
S. N. CH.	121
EAST BALCONY	100
CHOIR, @ 124"	175
CLOCK ROOMS	66
TOTAL	1479



SECOND FLOOR PLAN

BROADWAY METHODIST EPISCOPAL CHURCH
INDIANAPOLIS, INDIANA



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FIRST METHODIST EPISCOPAL CHURCH, SOUTH

at

CHARLOTTESVILLE, VA.

The exterior, from a recent photograph, and the three floor plans shown herewith furnish an example of a distinctive, adequate handling, in adaptation to the size and shape of the lot and the environment. This building is immediately adjoining the grounds of the University of Virginia. There is an attractive open court effect.

All rooms are outside rooms, with good light and natural ventilation. The building is attractive in its interior finish as well as in its exterior appearance.

On the basement floor, not shown here, are to be found social and recreational provisions, a board room, and other facilities.

On the first floor, there are provisions for the elementary departments, with separate small classrooms for the primary department. There are also, on this floor, administrative offices, adult classrooms, and a students' club room.

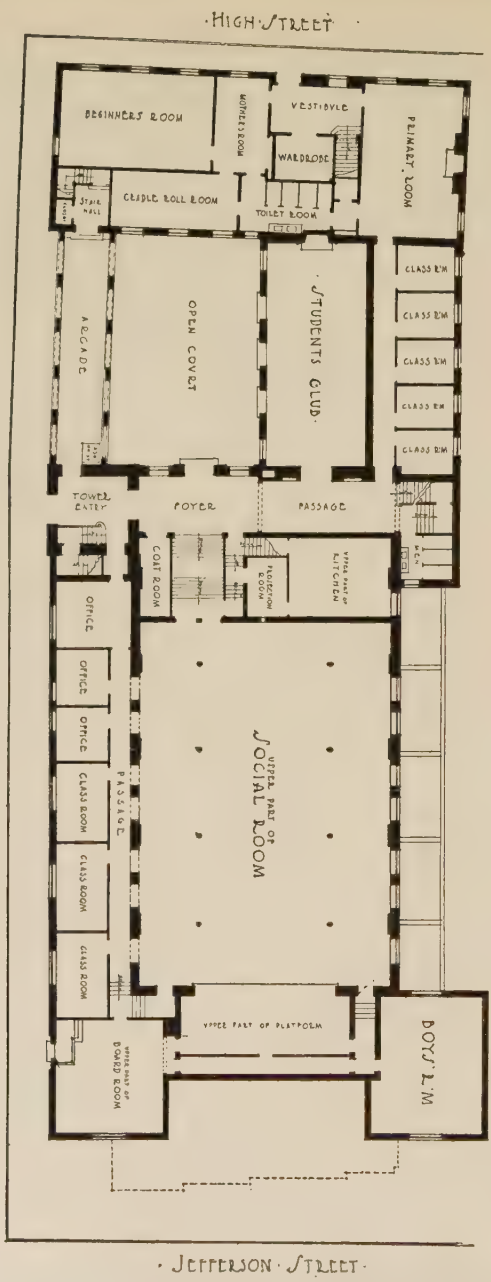
On the second floor there is a chapel; a parlor, with kitchen; a pastor's study; and a senior assembly-room, with seven classrooms.

On the third floor, there are assembly-rooms and classrooms for the junior, intermediate, and young people's departments.

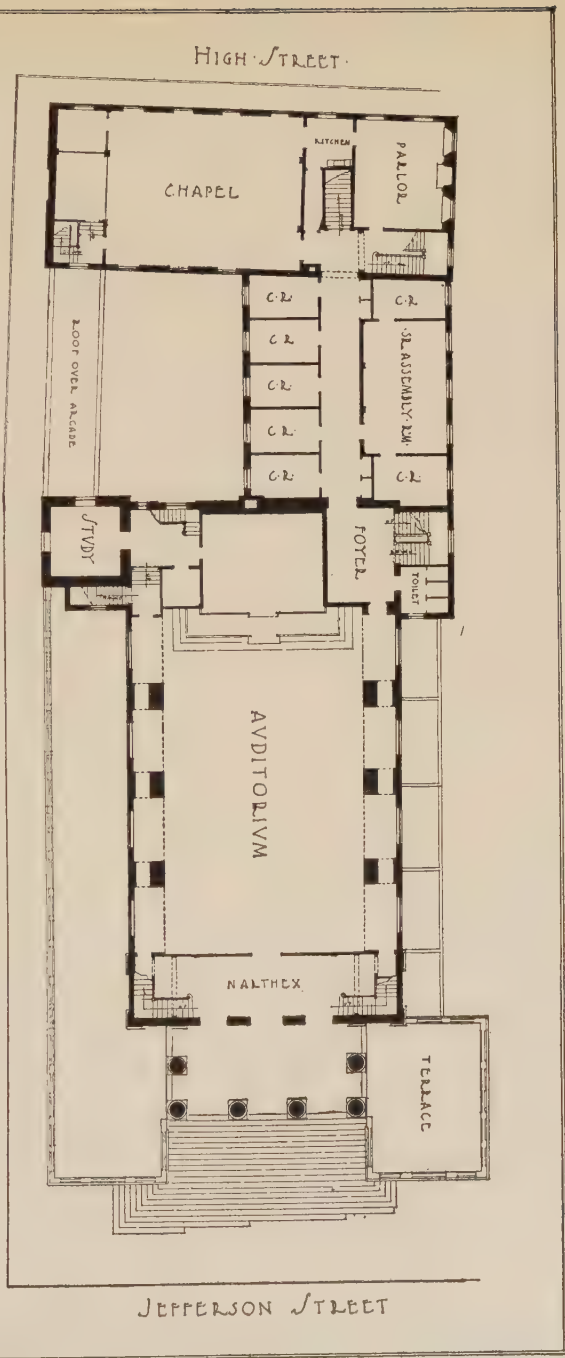
All these school-rooms are of permanent, plastered partitions and single hinged-door construction; and the building embodies in its various provisions the most expert experience. There are adequate corridors, coat-rooms, stairways, toilets, and other needed facilities. Architect, Joseph Hudnut.



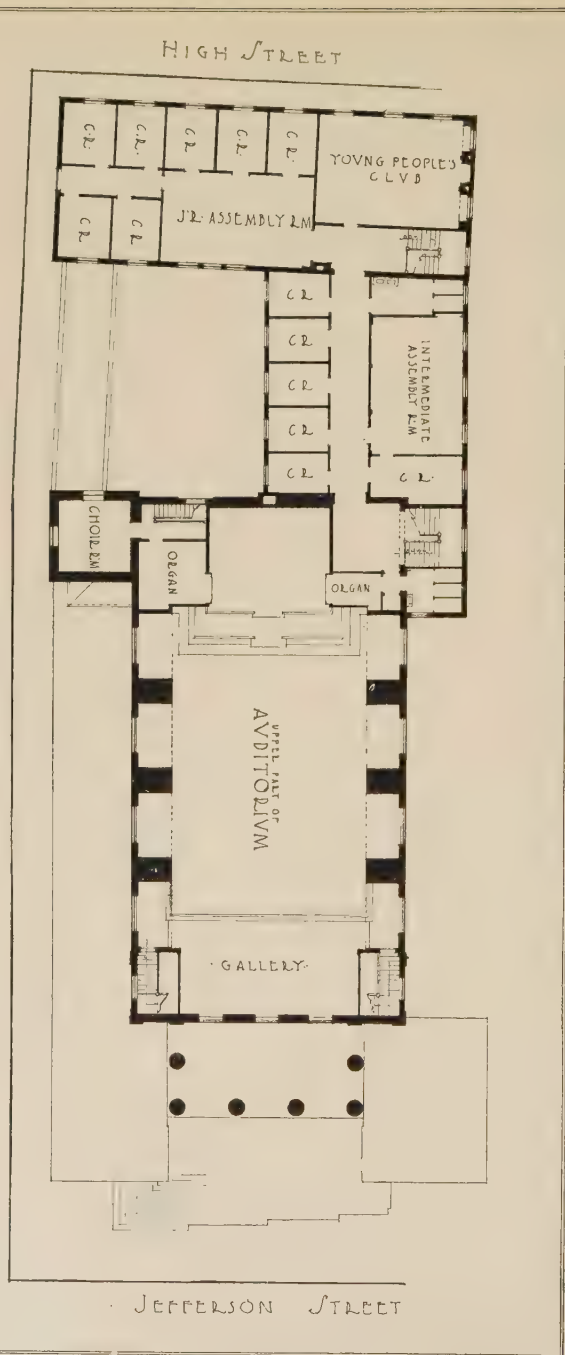
FIRST STREET
FIRST FLOOR PLAN

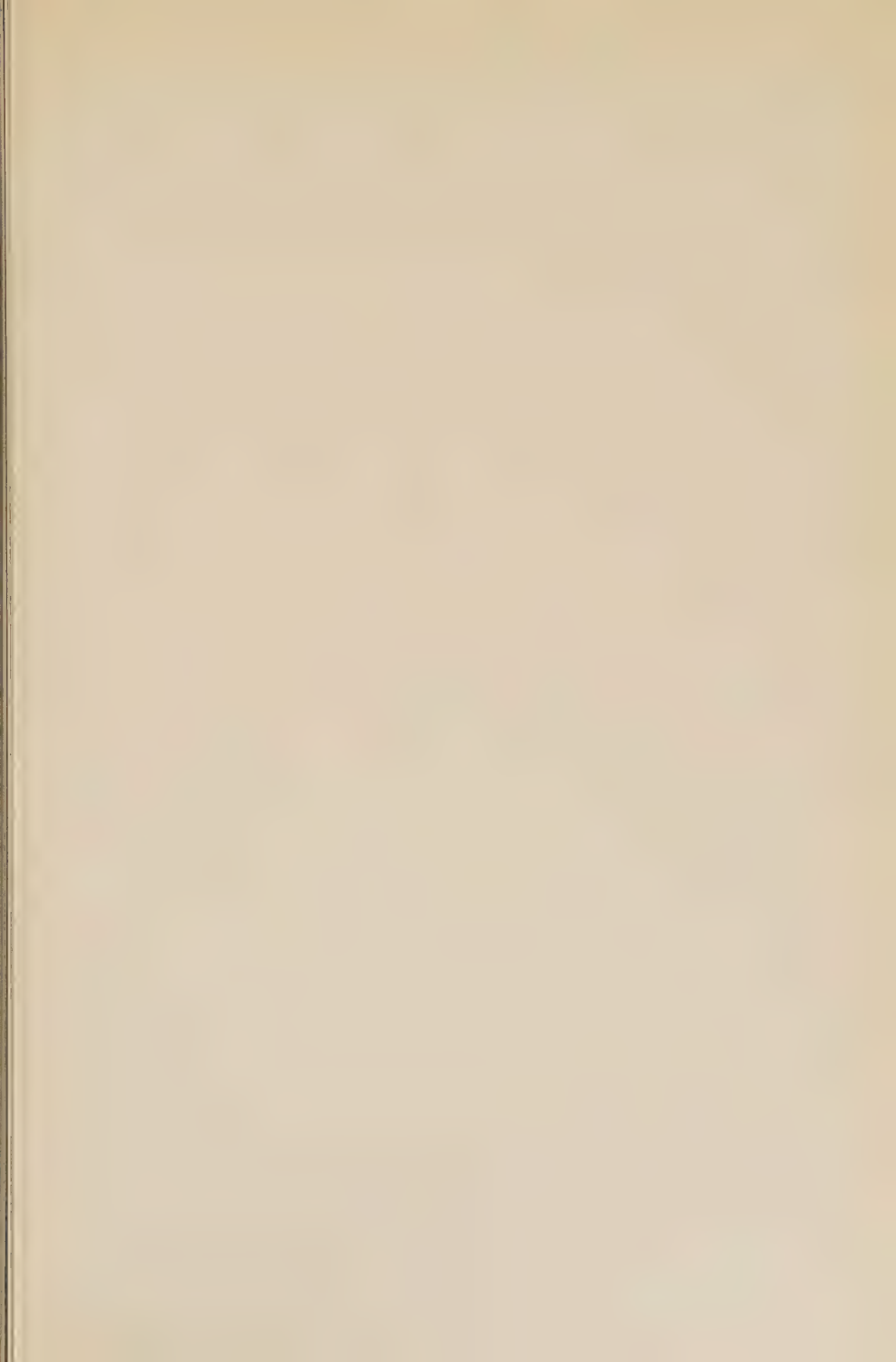


FIRST STREET
SECOND FLOOR PLAN



First Street.
 THIRD FLOOR PLAN.





CENTRAL BAPTIST CHURCH

at

HARTFORD, CONN.

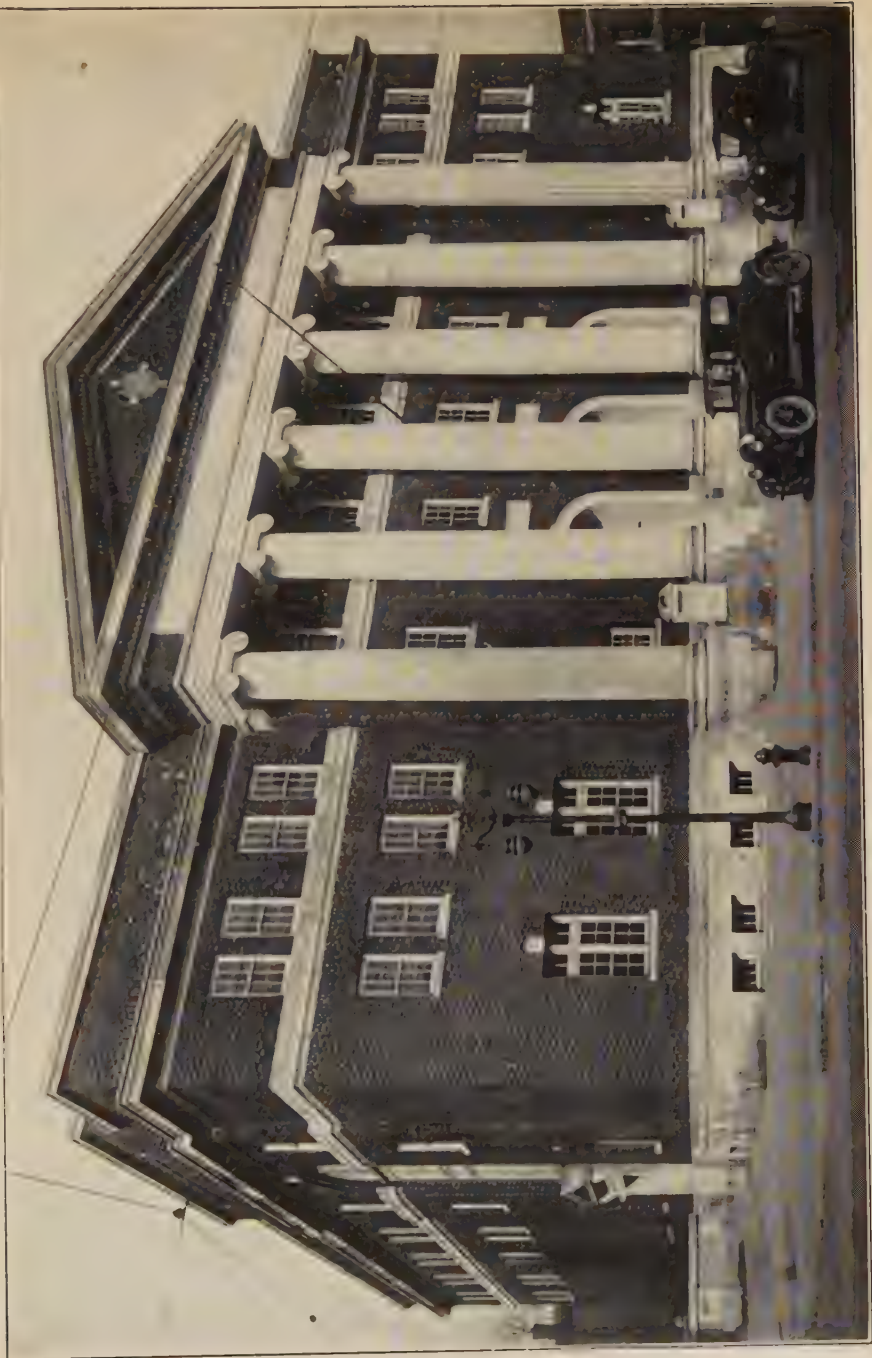
The photograph of exterior and four floor plans which follow are illustrative of how a downtown church of influence can build a house of compact construction, fitted to a lot of irregular shape and restricted area.

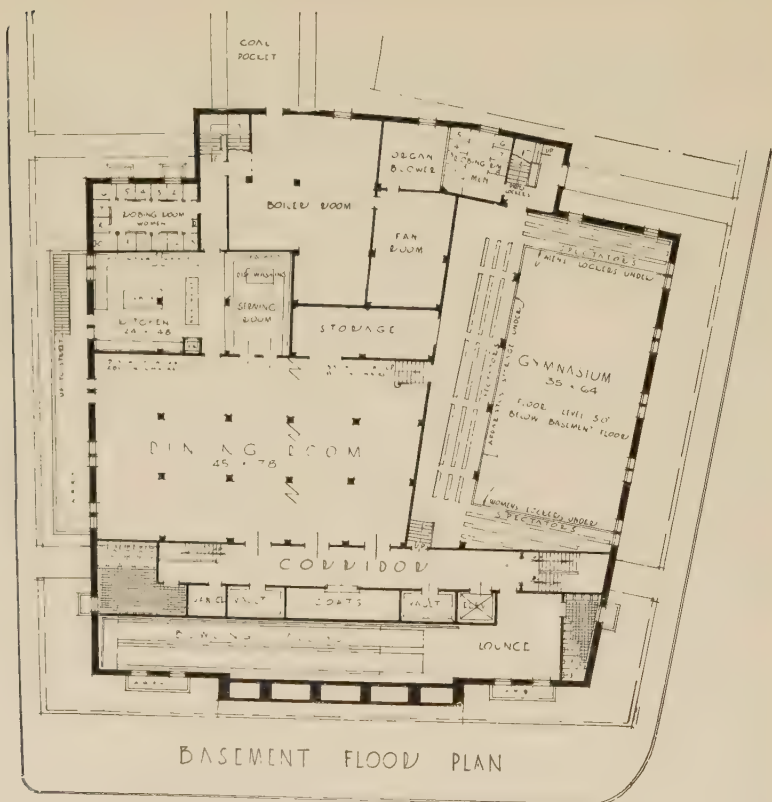
On the basement floor, there is a large dining room, with kitchen and serving room; a gymnasium and bowling alleys; robing rooms; boiler room; storage and other facilities.

On the first floor, there is the main auditorium, seating 1200 or more; a lecture room; a men's club room; a ladies' parlor; and administrative offices. On the second floor, there are the janitor's quarters; cradle roll and beginners' rooms; a primary assembly-room and eight classrooms, for 120 pupils; four young people's classrooms and club rooms; closets and cabinets; coat-rooms; Sunday-school offices; and toilets.

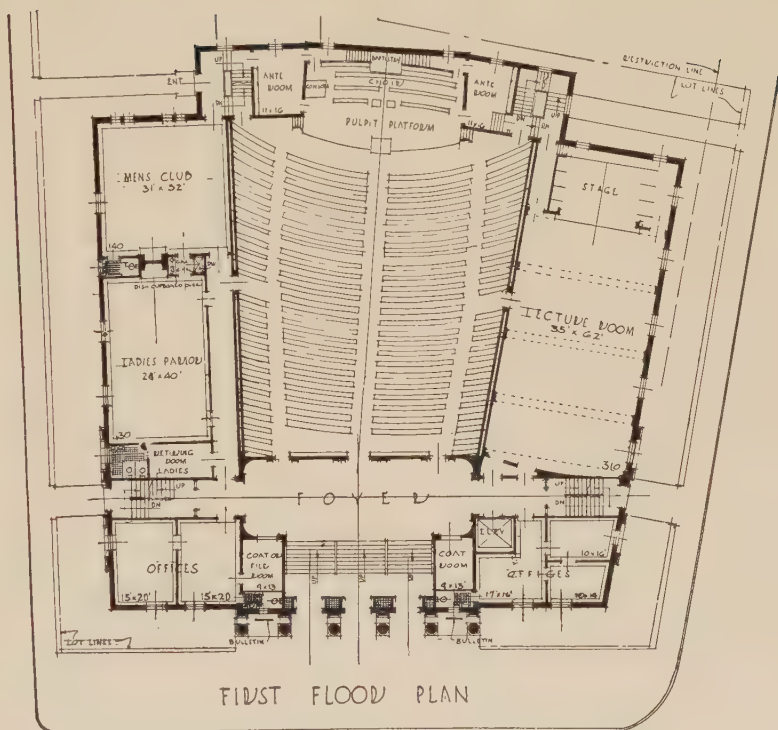
On the third floor, there is a junior assembly-room and eight classrooms, for 120 pupils; an intermediate assembly-room and eight classrooms, for 120 pupils; a senior assembly-room and nine classrooms, for 135 students; coat-rooms; closets and cabinets; a teacher-training room; and other facilities.

Consulting architects, Northern Baptist Convention Department of Architecture; operating architect, Isaac A. Allen, Jr.



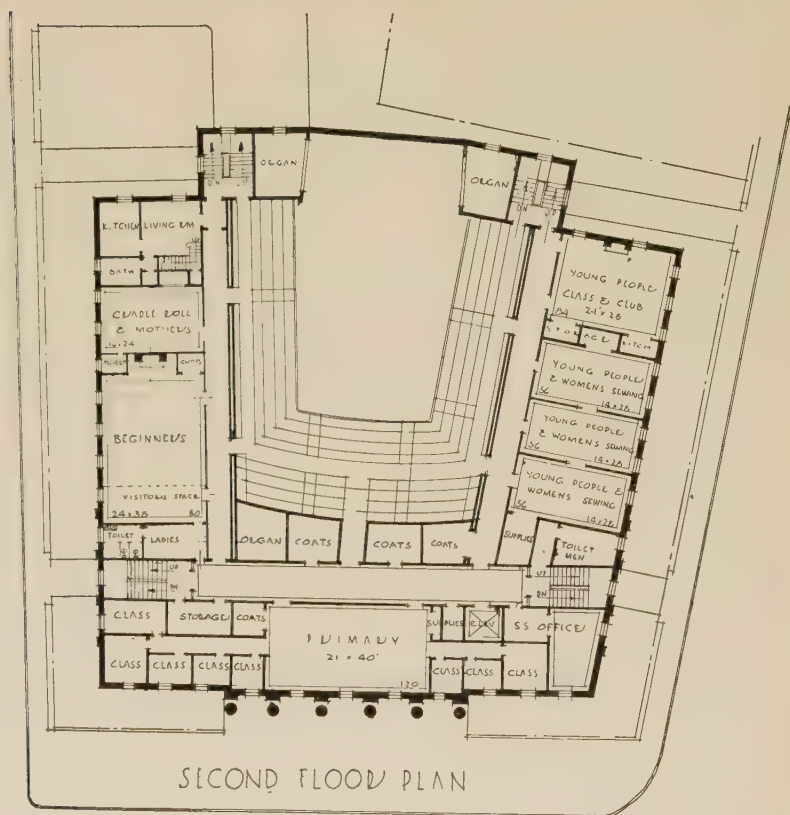


STUDY FOR THE CENTRAL BAPTIST CHURCH
OF HARTFORD, CONNECTICUT.

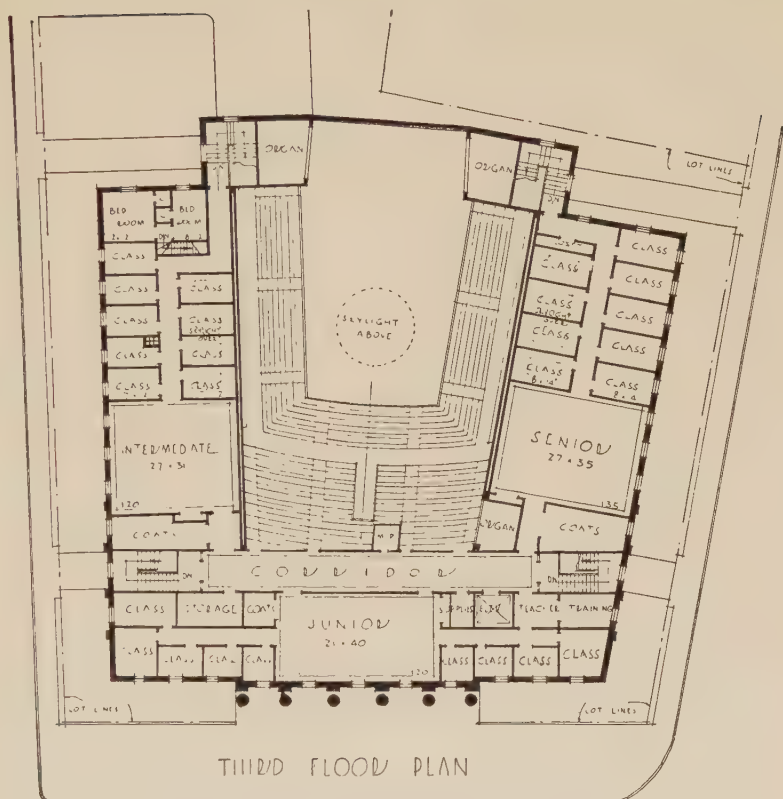


STUDY FOR THE CENTRAL BAPTIST CHURCH
OF HARTFORD, CONNECTICUT.

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STUDY FOR THE CENTRAL BAPTIST CHURCH
OF HARTFORD • CONNECTICUT •



STUDY FOR THE CENTRAL BAPTIST CHURCH
OF HARTFORD - CONNECTICUT.

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TRINITY EPISCOPAL CHURCH

at

COLUMBUS, GA.

The three floor plans shown herewith are of a "parish house annex," and the perspective, from the architect's drawing, shows the appearance of the entire church structure.

This is an example of how a modern educational and recreational building may be beautifully handled in harmony with a Gothic church auditorium, and with an attractive open court effect.

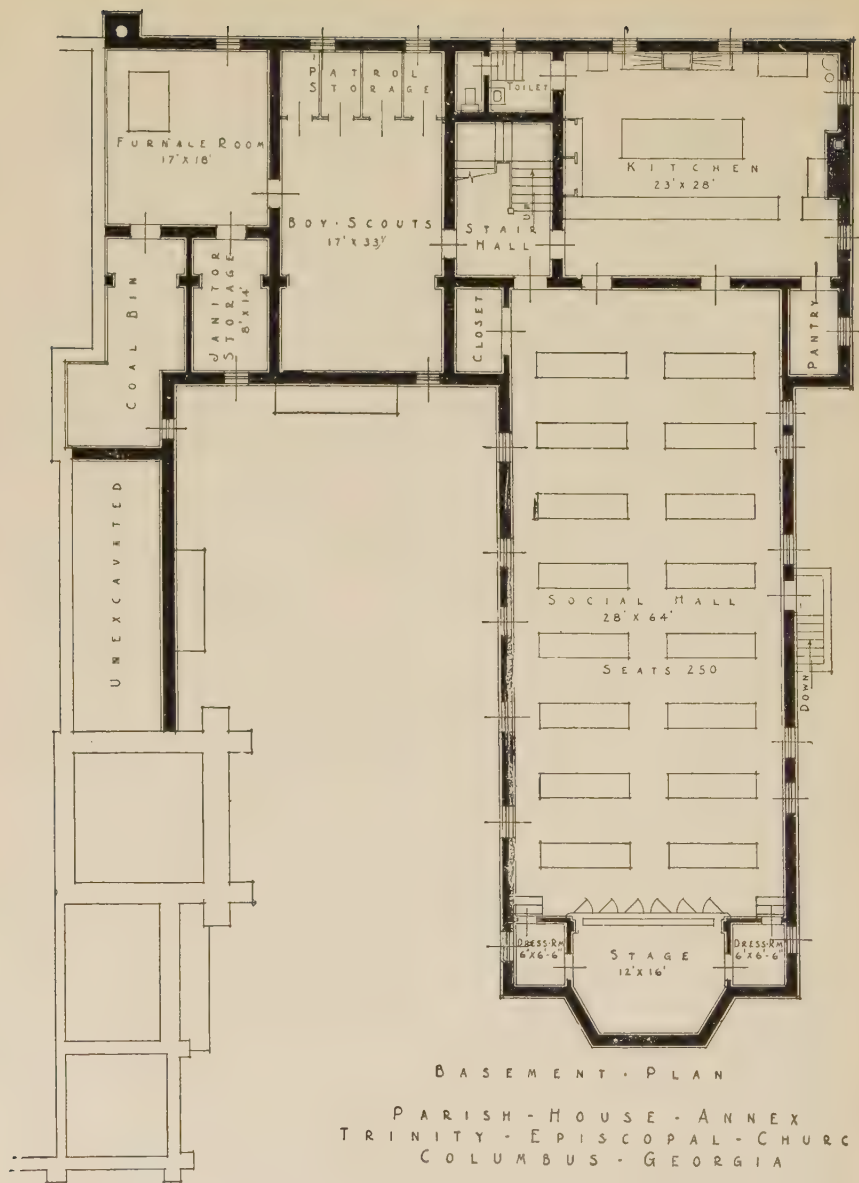
On the first floor, there is a chapel, seating 75; a beginners' room, accommodating 70 children; a primary assembly-room and five classrooms, for 85 children; a cradle roll room; a pastor's study; administrative offices; and toilets.

On the second floor, there is an assembly-room and seven classrooms for 85 juniors; an assembly-room and five classrooms for 60 seniors; an adult classroom seating 100; a ladies' rest room; a secretary's room; and toilet and storage facilities.

On the basement floor, there is a social hall, seating 250; a kitchen and serving room; and provision for Boy Scouts, janitor, furnace and coal, closets, dressing rooms, and toilets.

Portions of the church school are cared for in the old building. All school-rooms are of the permanent, plastered partitions and single hinged-door type of construction. Architect, T. F. Lockwood.

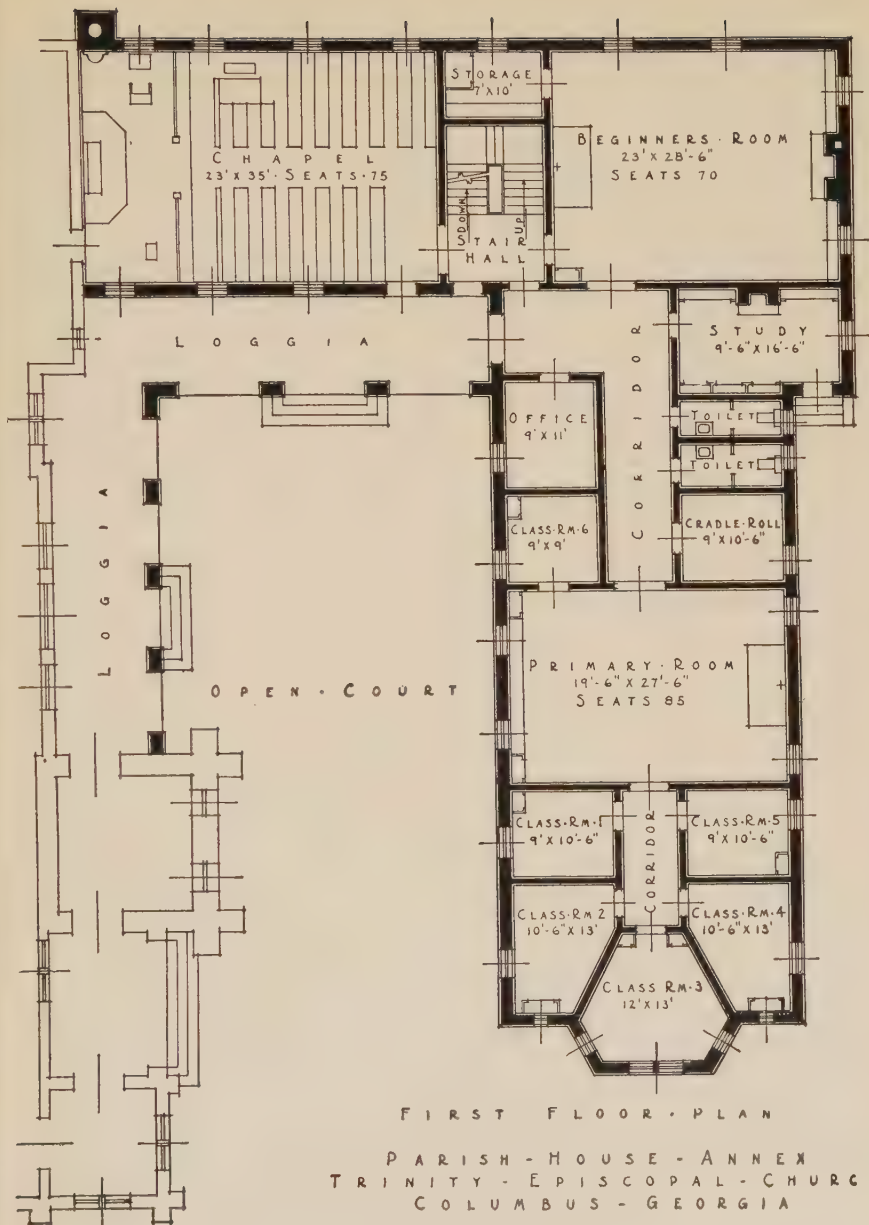




BASEMENT PLAN

PARISH - HOUSE - ANNEX
TRINITY - EPISCOPAL - CHURCH
COLUMBUS - GEORGIA

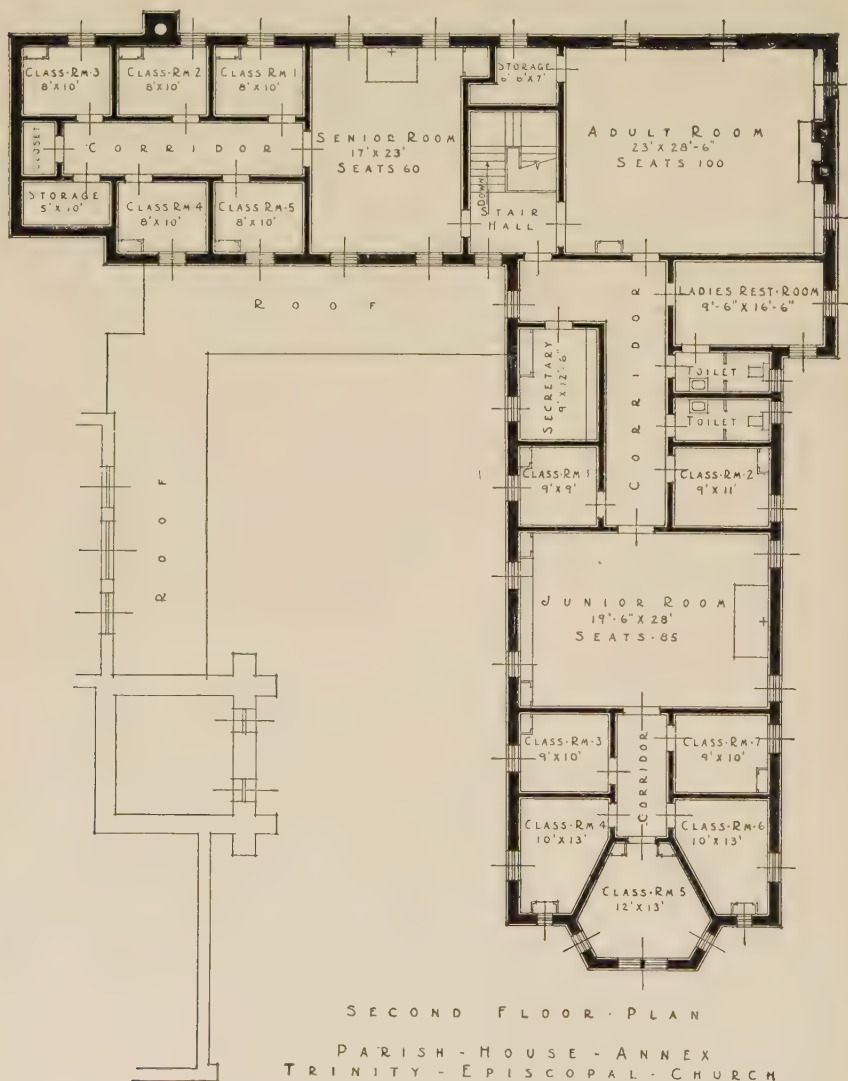
T FLOCKWOOD - ARCHITECT
COLUMBUS - GEORGIA



FIRST FLOOR PLAN

PARISH HOUSE - ANNEX
TRINITY - EPISCOPAL CHURCH
COLUMBUS - GEORGIA

T. F. LOCKWOOD - ARCHITECT
COLUMBUS - GEORGIA





168 BUILDING FOR RELIGIOUS EDUCATION

METHODIST EPISCOPAL CHURCH

at

WOODSIDE, MD.

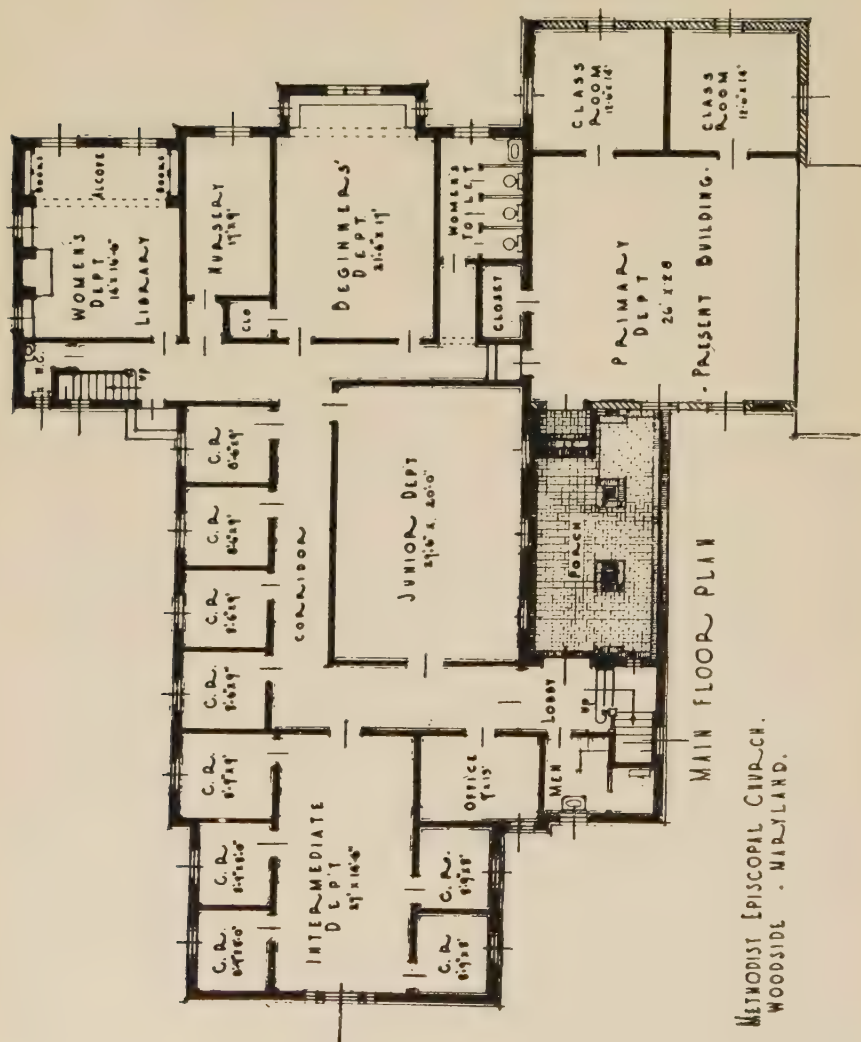
In the perspective and the two floor plans which are here presented, we have an illustration of an economical remodeling and addition in a village community.

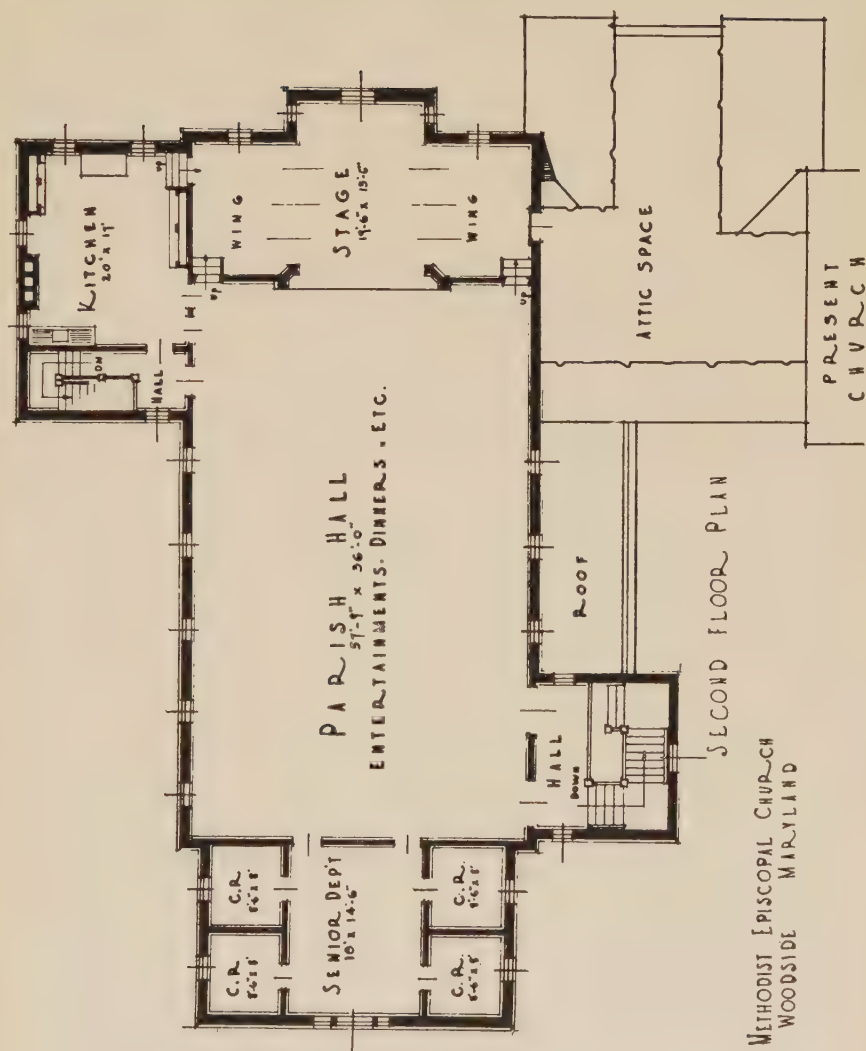
On the main floor, there are provisions for a nursery; a beginners' department; a primary department; a junior department; an intermediate department; a woman's room and library; administrative offices; closets; and toilets.

On the second floor, there is a parish hall with stage and kitchen, and provisions for a senior department.

There are no movable partitions in this building, all partitions being plastered partitions, and the doors being single hinged doors. Architects, Methodist Episcopal Bureau of Architecture.







FIRST BAPTIST CHURCH

at

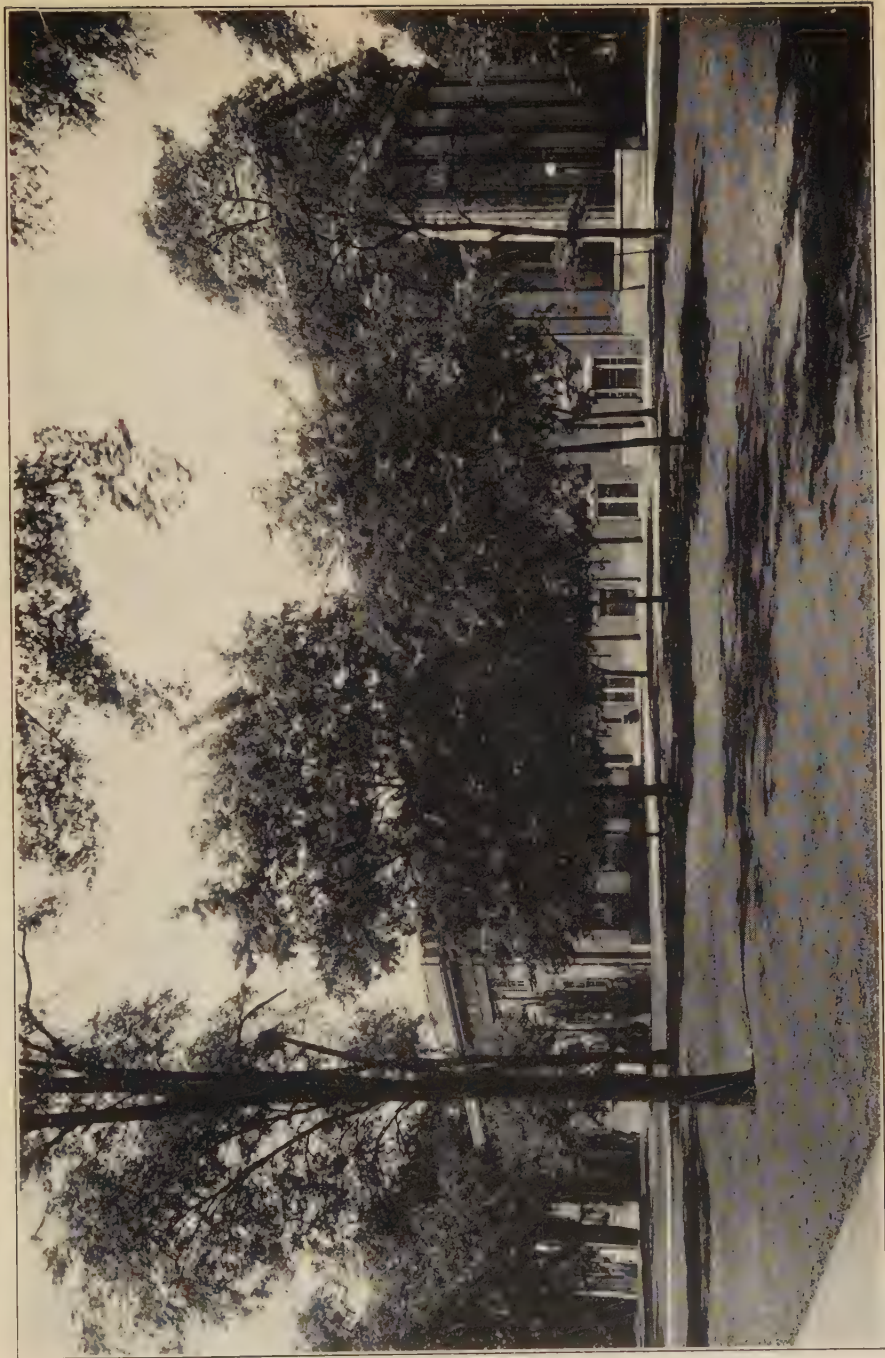
COLUMBUS, GA.

This great Southern church was fortunate in having an abundance of lot-space on which to erect its "Sunday School Annex," which was built around a large open court at the rear of the church auditorium, and was designed in pure Grecian style to harmonize with the old building. A covered loggia with a clay tile floor extends around the inside court, connecting all departments. The court is planted with shrubbery and flowers, and is a novel and attractive feature of the scheme.

This educational annex provides for approximately 1400 pupils, in seventy rooms. The primary department, with its 144 pupils about 6 to 8 years of age, has an assembly-room and twelve classrooms, every room having permanent, plastered partitions and a single hinged door. The junior department, with 144 pupils, about 9 to 11 years of age, has the same number and type of rooms. So with the intermediate department, pupils about 12 to 14 years of age. The senior and young people's departments are similarly provided for, except that the classrooms are larger and of varied sizes. The cradle roll and beginners' departments are adequately cared for.

All rooms are outside rooms, and every assembly-room except one has more than one outside exposure. The recreational and other facilities are excellent.

Consulting architect, Joseph Hudnut; operating architect, T. F. Lockwood.



176 BUILDING FOR RELIGIOUS EDUCATION

ST. JOHNS M. E. CHURCH, SOUTH

at

ROCK HILL, S. C.

The photograph of exterior and three floor plans which follow are illustrative of a distinctive and satisfactory handling of a church-building problem in a college town.

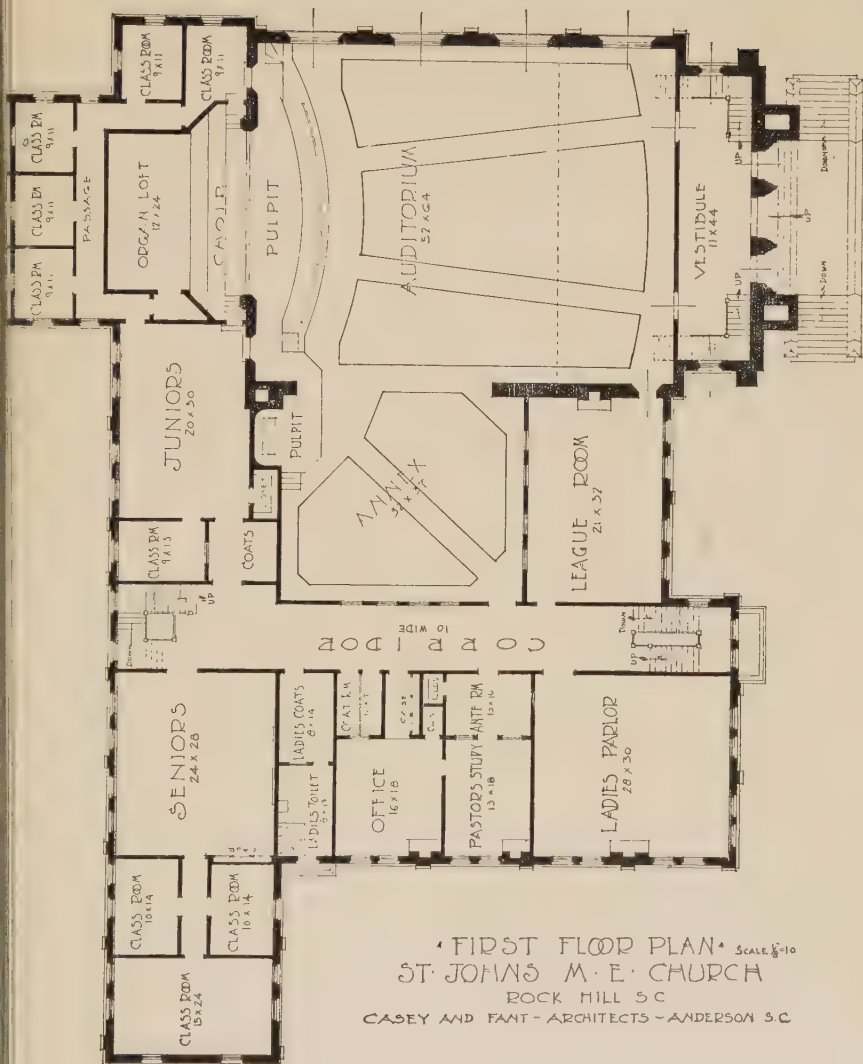
On the ground floor, there is a social room and dressing rooms and kitchen; a men's classroom; boiler and coal and storage rooms; cradle roll and beginners' rooms; a primary assembly-room and six classrooms; two adult classrooms; coat-rooms and toilets.

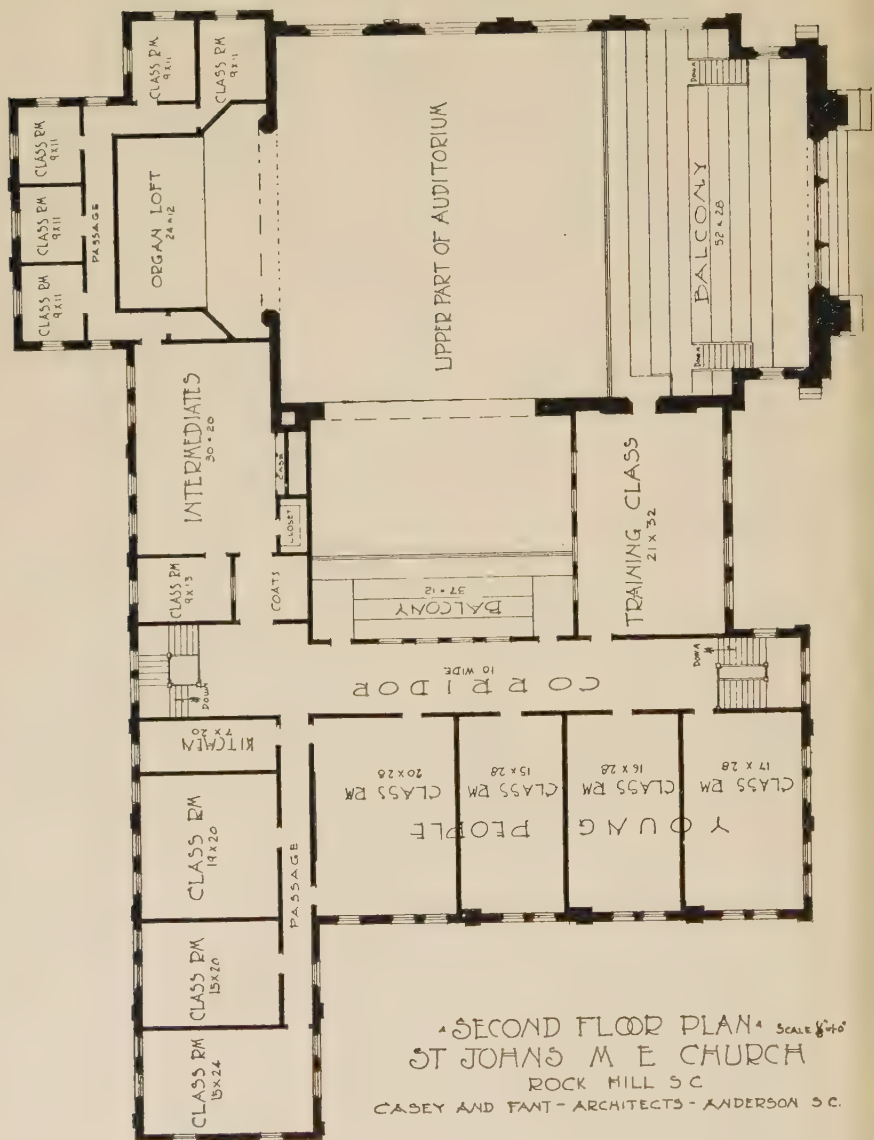
On the first floor, there is the church auditorium; a junior assembly-room and six classrooms; a senior assembly-room and three classrooms; a pastor's study and administrative offices; a ladies' parlor; a young people's classroom; coat-rooms and toilets.

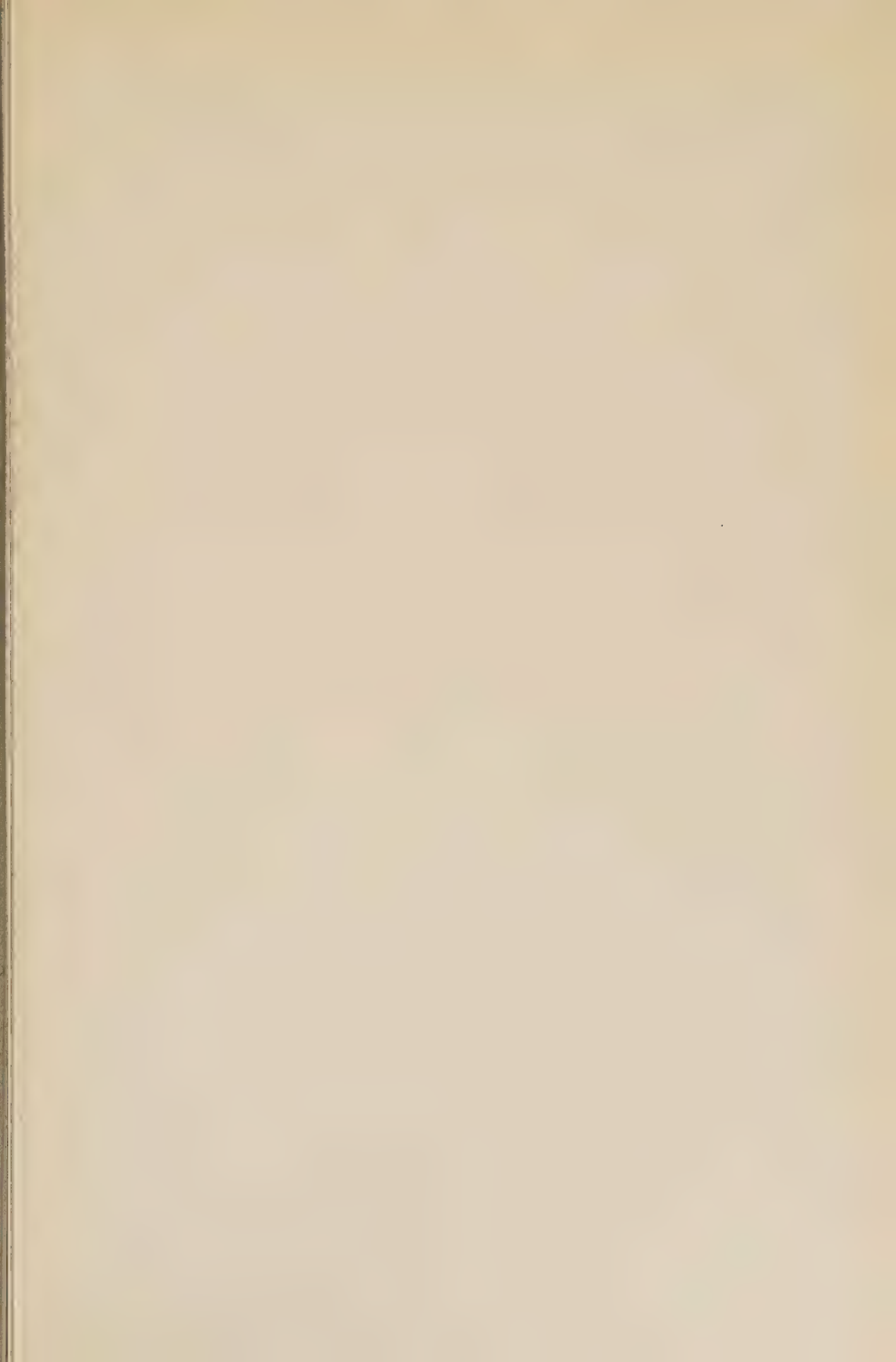
On the second floor, there is an assembly-room and six classrooms for intermediates; eight classrooms for seniors and young people; a kitchen; coat-rooms; and closets.

There are suitable corridor and stairway provisions throughout. All the rooms are of the permanent, plastered partitions and single hinged-door type of construction. All rooms are outside rooms. Architects, Casey and Fant.









182 BUILDING FOR RELIGIOUS EDUCATION

BUNCOMBE STREET M. E. CHURCH, SOUTH

at

GREENVILLE, S. C.

The three floor plans which follow are illustrative of how educational facilities may be secured in an addition to an old building, with provision for an abundance of outside light in every room, and free circulation of air.

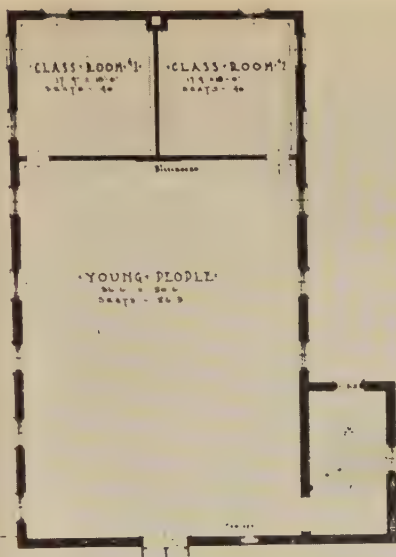
On the first floor, there are administrative offices; two beginners' rooms, for 100 children; a cradle roll room, for 55 children; a parlor, to accommodate 150, with kitchenette; a mothers' room, seating 48; a primary assembly-room and twelve classrooms, accommodating 132 children; and coat-rooms, closets, and toilets.

On the second floor, there is an assembly-room and twelve classrooms, for 132 juniors; an intermediate assembly-room and eight classrooms, for 132 intermediates; a senior assembly-room and eight classrooms, for 132 students; two adult classrooms; and coat-rooms, cabinets, and toilets.

On the third floor, there is an assembly-room and two classrooms, for the accommodation of 263 young people. On the ground floor, there is a men's Bible classroom, seating 211; a choir room; kitchen and serving room; and other facilities. There are direct corridor provisions, with suitable stairway and fire-escape facilities.

There are no movable partitions in this building, all partitions being of plastered type, and all doors being single and hinged.

Architects, Architectural Department of M. E. Church, South.



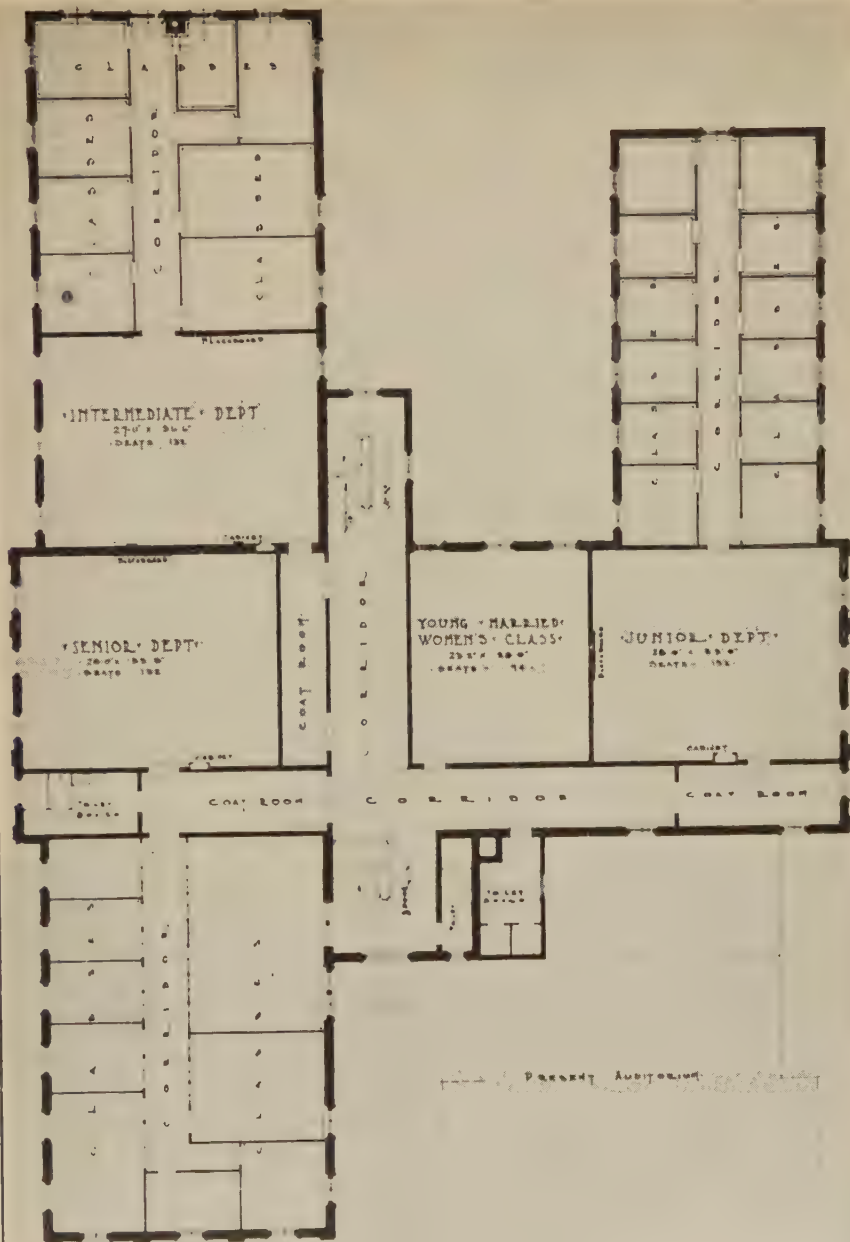
THIRD FLOOR PLAN



GROUND FLOOR PLAN
SCALE - 1/8" = 1'



FIRST FLOOR PLAN
 -SCALE - 1/8" = 1'-0"



SECOND FLOOR PLAN

Scale - 1/8" = 1'-0"

RIVERMONT AVENUE PRESBYTERIAN CHURCH

at

LYNCHBURG, VA.

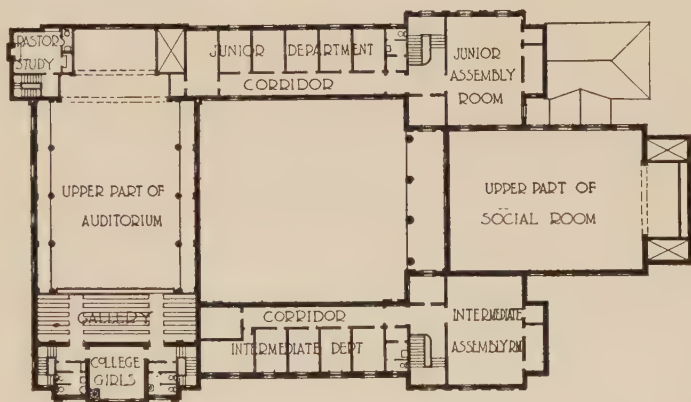
The illustrations on the opposite page are of a distinctive handling, with an open court effect.

On the main floor, there are: the church auditorium; the social room and kitchen; a beginners' room; a primary assembly-room and classrooms; choir rooms; ladies' parlor; administrative offices; and adequate corridor and toilet facilities.

On the second floor, there is an assembly-room and classrooms for the juniors; an assembly-room and classrooms for the intermediates; a college girls' room; and a pastor's study. There are other provisions not shown here. Consulting architect, Joseph Hudnut; operating architects, Craighill and Cardwell.

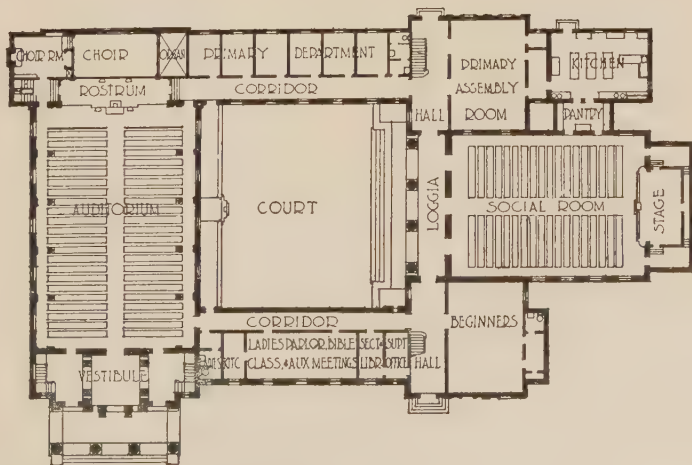


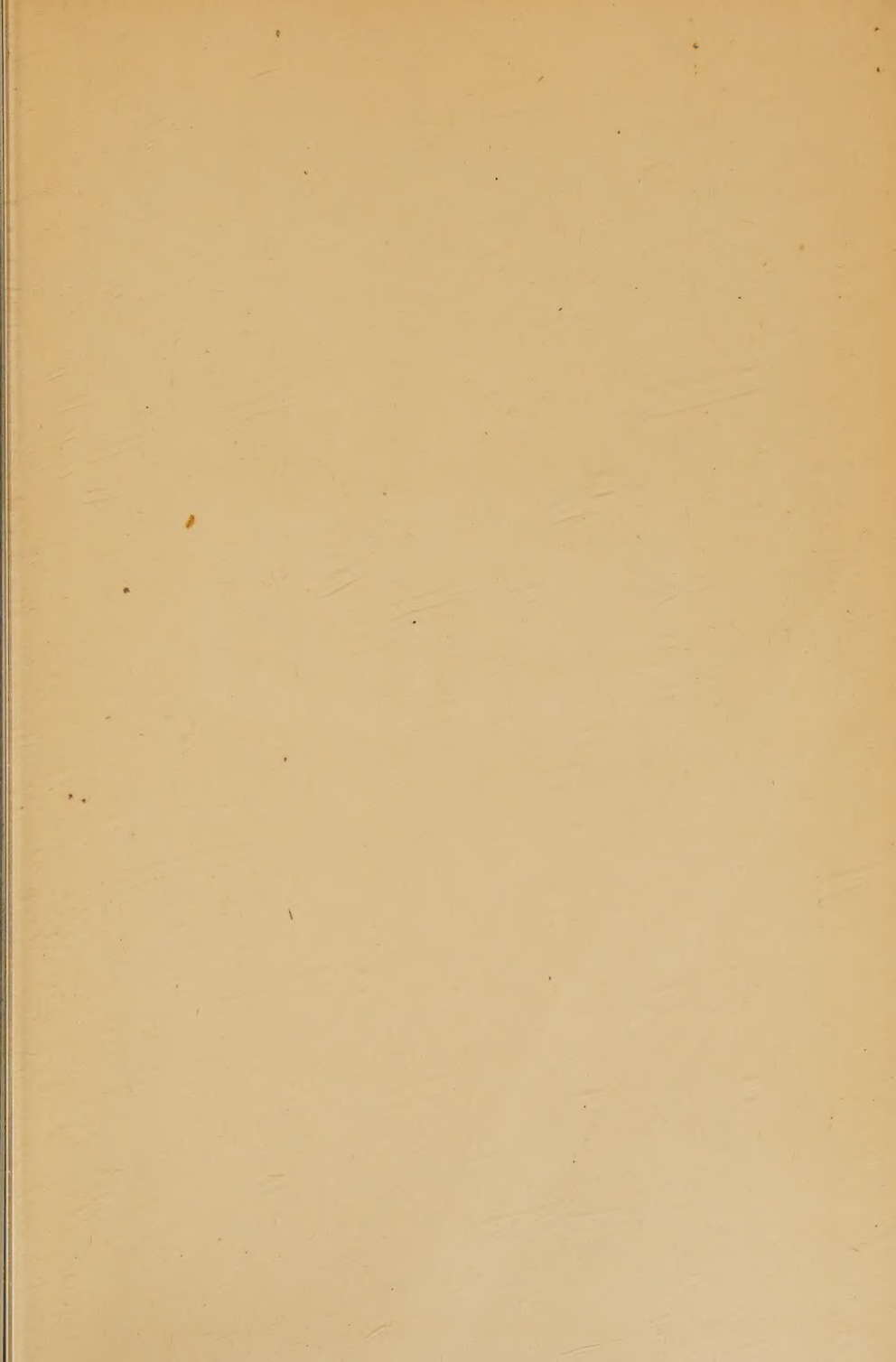
Main Elevation



• • • •

Upper Floor





[illegible]

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